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ANDREWS UNIVERSITY, ED.D., 1979

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Andrews University
School of Graduate Studies

PSYCHO-SOCIAL FACTORS INFLUENCING THE LEARNING
OF A SECOND OR A FOREIGN LANGUAGE

A Dissertation
Presented in Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

by
Dora M. Rodgers
December 1978

PSYCHO-SOCIAL FACTORS INFLUENCING THE LEARNING
OF A SECOND OR A FOREIGN LANGUAGE

A dissertation presented
in partial fulfillment of the requirements
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by
Dora M. Rodgers

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ABSTRACT

PSYCHOSOCIAL FACTORS INFLUENCING THE LEARNING
OF A SECOND OR A FOREIGN LANGUAGE

by

Dora M. Rodgers

Chairperson: Mercedes H. Dyer, Ph.D.

ABSTRACT OF GRADUATE STUDENT RESEARCH

Dissertation

Andrews University

Department of Education

Title: PSYCHOSOCIAL FACTORS INFLUENCING THE LEARNING OF A SECOND
OR A FOREIGN LANGUAGE

Name of researcher: Dora M. Rodgers

Name and title of faculty adviser: Mercedes H. Dyer, Ph.D.

Date completed: December 1978

Problem

With bilingualism now a world-wide phenomenon, language has become a powerful force for unity both at home and abroad. This, along with increased immigration, has emphasized the need for the study of second or foreign languages. In the United States, bilingualism and the learning of English as a second language are outstanding educational problems.

Psycho-socio-cultural factors, attitudes, and motivation affect second language learning perhaps even more than age, aptitude, or methodology. The second language teacher must be aware of the existence and importance of these factors and their inherent problems. This study sought to classify and rate the importance of

certain factors influencing the learning of a second language; to compare the interests, attitudes, activities, concerns, and study habits of students learning English as a second language with those of students learning French, German, and Spanish; and to recommend a counseling-teaching approach which would alleviate psychosocial or socio-cultural problems related to the learning of a second language.

Method

Forty-four teachers and forty-five students responded to a Factor Rating List (FRL) to classify, rate, and rank factors influencing the learning of a second language. The Second Language Attitude Questionnaire (SLAQ) was administered to one hundred and eighty-nine students in the French, German, Spanish, and English as a second language (ESL) classes at Andrews University during the winter quarter, 1978. The questionnaire was used to compare six variables related to learning a second language: interests, importance, attitudes, activities, satisfaction, and study habits. Five null hypotheses were tested using chi-square analysis, categorical scaling, product-moment correlation, paired-comparison scaling, multivariate analysis, and discriminant analysis.

Findings

Teachers and students responded very similarly in most of their classifications of factors related to second language learning, classifying the majority of the factors as primarily psychosocial or socio-cultural. Both groups indicated that motivation and the willingness to learn and be taught were the most important factors.

Hypothesis 1, that there is no significant difference in the classifications by teachers and students of a second language of certain factors related to the learning of a second or a foreign language, was partially supported. Hypotheses 2 and 3, that there is no significant correlation between the ratings and rankings of these factors, were both rejected.

Results of the statistical tests for hypotheses 4 and 5 revealed significant differences in the responses of the language groups to the items in the six subscales of the SLAQ. The major differences among the groups were in their activities involving the use of the language, their satisfaction with various aspects of, and their attitudes towards, the learning of the language. The ESL students were generally more negative in their attitudes towards learning the language than were the students of Spanish, German, or French. There was no significant difference in the study habits of the four groups.

Conclusions

Second language learning involves the interaction of motive, attitude, method, and teacher-student relations. Psycho-socio-cultural factors may determine the success or failure of second language learners. The teacher must be aware of these factors as he seeks to help the student. Teacher-student interaction is a primary step towards breaking down language and cultural barriers.

A Counseling Approach for Language Teaching (CALT) will aid in understanding and alleviating psycho-socio-cultural problems related to learning a second or a foreign language.

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Four students at Andrews University were of particular inspiration: Pauliina Wilander, originally from Finland, Sue Ko, from Taiwan, Sara Concepción, from Puerto Rico, and Cynthia Green, originally from Jamaica.

Pauliina had unusual insight concerning the language problems and potentialities of students of second languages. As we spent much time together hashing and thrashing out problems and seeking answers, we came to realize the immensity of the realm of teacher-student relations and to recognize some of the vast implications of second language learning and teaching, especially in such a place as Andrews University.

The unusual circumstances of Sue's arrival on the Andrews campus made her particularly vulnerable to misunderstanding and confusion. Despite the disappointments and inconveniences she had to face, she never lost her quiet dignity and grateful appreciation of those who cared.

Sara's fervent interest and concern constantly sparked one to action as she spoke for and tried to reassure many a discouraged foreign student.

Counseling became a way of life as I interacted with many students at Andrews University. I shall be a better counselor because of Cynthia Green.

That one day my husband John and I would work together on a doctorate was a dream conceived by him a number of years ago. For me it seemed an impossible dream: financially, emotionally, physically. That the dream finally came true was due in great part to John's drive, his endurance, his loving encouragement at moments when I found that being a wife, a mother, a teacher, a secretary, and a student, all at the same time, was an almost impossible task. I do not recommend such a combination to anyone.

At the age of four years, my daughter Sharlita Michelle heard me discussing my possible return to work. Having enjoyed the leave of absence I had spent taking care of her and her brother Edward Jai, she said to me: "Mommy, don't be a teacher, be a mother."

From that day until this, I have never forgotten that being a mother was among my most important tasks. There were days as a doctoral student when "being a mother" entailed juggling and re-juggling priorities, for "being a mother" and "being a student" do not have very much in common. The help and understanding of Sharlita and

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encouraged me to keep trying to be both mother and student. It was
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who gave me unusual strength to persevere. My supreme gratitude
goes to Him.

D.M.R.

CHAPTER I

INTRODUCTION

Automation, inventions, rapid transportation, and high-powered mass media communication have narrowed world confines today, making possible and often necessary the interaction of many languages and cultures. Learning a second language has become not just an exception but a general rule in many countries; not just a luxury but a necessity; not just a "might" but a "must"; not merely a dream but a reality; not just the privilege of the cultured, the learned, the professional, but the need of the common man as well.

There was a time when the formal learning of a second language, especially as far as the teacher was concerned, rather boiled down to the problem of ability, intelligence, or so-called inherent natural aptitude for language learning. Primarily, only educators coped with language learning problems. Second or foreign language learning has now become the concern not only of educators in the formal school atmosphere, but also of psychologists, sociologists, and philosophers outside of the school setting.

The test of language-acquisition ability is no longer merely a question of intellectual superiority or inferiority, biological maturation, or cognitive development. Rather second language learning has now embraced the psycho-social environment, influencing the affective modes of the student. It involves factors relating to both

mind and body and touches the home, school, and community at large until all become intertwined in a perceptual-conceptual process of attitude, aptitude, motivation and action.

Wager-Cough and Hatch (1975) call language learning a process involving a blend of affective, linguistic, and cognitive variables (p. 307). Schumann (1975) of Harvard University even suggests "that affective variables may play a more important role than does biological maturation in problems associated with adult second language acquisition" (p. 209).

During the past fifteen years considerable study has been given to the various factors believed to affect second language learning. Among these are age, instructional method, intellectual capacity, aptitude, motivation, attitudes and opinions, creativity, teacher-student relations, and various psychological, social, and cultural reactions.

The growth of the influence of English in foreign countries has brought with it a number of problems in teaching it as a second or a foreign language. Both as the official and as a second or foreign language, English has superseded all other languages in its universal use. Whether commercially, educationally, or aesthetically, English is important in every major country of the world as well as in many developing countries.

As Lewis and Massad (1975) point out: "Foreign languages constitute an important area of the curriculum of secondary schools in most countries, and English is among the most studied of such foreign languages" (p. 18). According to Lewis and Massad, there are three socio-historical levels on which English may be studied: as the

traditional first language of countries such as the United States, England, Australia, and parts of Canada; as an ex-colonial language being learned side by side with the indigenous tongue in such countries as India and some African nations; and as a major language for wider communication, playing an essential role in secondary and higher education, in the professions, especially in the scientific and technological areas.

Because English is studied in the three socio-historical settings described above, as well as for some other reasons, the place of English in education is complex and more bewildering in the variety of its interrelationships with other areas of the curriculum than most other languages at present, or of the "common languages" of past civilizations such as Aramaic, Greek or Latin. (Lewis & Massad, 1975, p. 18)

Over one seventh of the world's population--between 400 and 500 million people--are concerned with the learning and speaking of English (Lewis & Massad, 1975, p. 19). There are many different attitudes towards and motivations for learning English. Thus, it is not surprising that the teaching and learning of English, especially as a second or a foreign language, has become a major and complex educational problem, not only in other countries, but in the United States as well.

Parker (1972) states that "in terms of the number of pupils and teachers, of timetable hours and geographic extent, the teaching of English as a second language is the biggest educational undertaking in the world today" (cited in Darian, 1972, p. 149).

Interest in English throughout the world today has increased tremendously since World War II. The United States government, American universities, and private industries and organizations have

been the sponsors of many English as a foreign language (EFL) activities overseas. Foreign governments include English as an integral part of their university as well as their pre-university curriculum. The representative examples which Darian (1972) cites in support of this show, to some extent, the influence of English in various countries.

In West Germany, for example, of the 20 to 30 percent of secondary school students who prepare for university, 80 percent study English as their first foreign language, while in Japan, seven million children and 600,000 university students, nearly the entire student population, are studying English. Educational statistics for the Soviet Union show that in 1959-60 three-quarters of all students in higher education studied English, with 12,400 college students training to be teachers, translators, or interpreters of English.

In France, 60 percent of secondary school students begin English in their first year, while only 23 percent study German. . . . In the former East African countries of Kenya, Uganda, and Tanganyika it is a mark of additional education. . . . Although secondary school enrollment is low, English has been designated as the official national language, making it essential for positions in government.

India, with its fifteen major languages and hundreds of dialects, provides a classic example of a country with need for a second language. Because of the bewildering linguistic diversity of the country, English plays the role of a lingua franca. . . . English pervades many areas of modern Indian society. . . . Even truck drivers and mechanics need enough English to cover the technical aspects of their work. . . .

In the Philippines . . . English is the only common language and the only one regularly taught beyond the third grade. Thus, with only 38 percent of the population able to speak it, English begins to pass from a foreign to an upper-class, second language to a mass language. (pp. 149-151)

Thus can be seen the spreading influence of English in the world today. According to the Center for Applied Linguistics, in some ways, "English today enjoys a position which makes it best suited of the world's major languages to meet the communication requirements of almost all the countries which must establish wider and more

effective contact with the rest of the world" (Darian, 1972, p. 151). It is among the five languages used extensively for international communication which are recognized by the United Nations: English, French, Spanish, Russian, and Mandarin Chinese. Although Chinese has the greatest number of speakers, about 680 million, it has a relatively limited geographical spread. English, on the other hand, is universal in its use and claims 62 percent of all scientific writing (Darian, 1972, p. 152).

Research has shown that certain factors affect the learning of a second language, English not excepted. Whereas intellect plays an important part in the acquisition of a second language, other factors, sometimes even more so, interfere with the learning of the language. Prominent among these seem to be fear of the language, anxiety, and lack of motivation. Other factors include negative nationalistic attitudes, lack of confidence, resentment, and disgust for having to study the second language against one's wishes.

As teachers have tried to cope with the psycho-social problems arising from the interaction of these factors, they have felt the challenge of trying to understand the student as well as his problems before really effective language learning can take place. Some language teachers have become frustrated and have indicated that a knowledge and understanding of these factors would help them provide a more effective learning situation for each student. They would also give them a practical insight into psychological inhibitions overshadowing the learning capabilities of students of a second language. It is with this in mind that an attempt has been made to devise a counseling approach based upon cognitive-affective counseling

techniques to aid the teacher as well as the learners of a second language.

The approach is an outgrowth of the belief that psycho-social problems which affect the learning of a second language can be alleviated through competent counseling procedures in conjunction with good teaching methods. These procedures may be applied both/either by the language teacher in the classroom unskilled in the technical aspects of counseling and/or by the professional counselor who knows nothing of second or foreign language teaching.

Statement of the Problem

As has already been pointed out, rapid transportation, mass media, international, political, social, educational, and commercial interactions have brought the world closer together. International communication is a fact rather than a fantasy, a necessity and not a luxury, an action as well as a reaction. The knowledge of one's mother tongue without regard for other languages is no longer sufficient for a nation's survival. With bilingualism now a world-wide phenomenon, language has become a powerful force for unity both at home and abroad.

The United States "has probably been the home of more bilingual speakers than any other country in the world" (Haugen, 1969, p. 1). With its mixture of many languages and cultures, English has become the second language of more than 33 million Americans or roughly 16 percent of the population (United States Commission on Civil Rights, 1975, p. 12).

Inasmuch as the United States is now fostering the ethos of

cultural pluralism rather than those of the historical melting-pot and Anglo-conformity ideologies, there is great impetus in educational circles to make the learning of English for speakers of other languages a practical, realistic, yet satisfying experience within a bilingual, bicultural setting. Despite the proverbial efforts of educators to provide equal educational opportunities for all children, language minority children are still having "difficulty succeeding in monolingual schools" (United States Commission on Civil Rights, 1975, p. 14). They still are often performing at below grade levels and experiencing difficulties in the classroom as they try (or do not try) to conform to middle-class, Anglo ideologies (Birkmaier, 1972).

Not only is this true on the elementary school level, but on the secondary and college levels as well. Students who have studied English in countries outside of the United States often find themselves deficient in English language proficiency when they enter college. Widdowson (1971) speaks of the problem which has become prominent during the past few years:

Students, especially students in developing countries who have received several years of formal English teaching, frequently remain deficient in the ability to actually use the language, and to understand its use, in normal communication, whether in the spoken or the written mode. . . . Large numbers of students . . . are entering universities and technical institutions to take up subjects which can only be satisfactorily studied if the students are able to read textbooks in English efficiently. (p. 15)

The students face problems concerned with "levels of scholastic and linguistic achievement, the efficiency of the learning and teaching process, and the emotional and intellectual development of the individual" (Mackey, 1972, p. 75).

Scholastic maturity and aptitude are important factors in the

understanding and learning of grammar, syntax, pronunciation, and vocabulary; but the problems of learning a second language seem to be more deep-seated than those rooted in mere intellectual capacity. Studies have revealed that often certain psycho-social factors may influence the student's efforts at learning a second or a foreign language. The teacher needs to know what these psycho-social factors are and how they relate to student learning. He also needs to know how to help the student cope with these problems.

Research further reveals that psycho-social problems of normal students are best handled through warmth, acceptance, and commitment; that teacher-student rapport can enhance as well as implement the teaching-learning process; that a sense of personal well-being, confidence, intrinsic as well as extrinsic motivation, freedom from fear and anxiety are necessary to the process; and that the teacher plays an important role in clarifying goals and in aiding the student to realize his fullest potential.

These are the fundamentals of effective counseling. Were the second language teacher trained in general counseling techniques and psychological theories, especially those relating to personality development and reactions, he could more effectively handle situations in which the language student's learning is impeded by psycho-social problems. He could help the student resolve the conflicts caused by these problems and thus open the way to learning the second language with a minimum of anxiety, confusion, and trauma. While it is not always possible for the language teacher to be trained in counseling techniques, a first awareness of psycho-social problems related to language learning will be a basis for the subsequent understanding

and the eventual handling and alleviation of these problems.

Purpose of the Study

This study is to classify and rate the relative importance of certain factors influencing the learning of a second or a foreign language by teachers and students of second languages and to compare their classifications and ratings.

It is also to compare language backgrounds, interests, attitudes, activities, problems and concerns, and study habits of students learning English as a second language and those learning French, German, and Spanish.

Finally, the study is to present a theoretical counseling-teaching approach to be used to help alleviate problems which relate to the student's learning a second language.

Need or Significance of the Study

Current educational, psychological, and social theories suggest a positive correlation between counseling and learning, and "many problems of language communication have implications for personality disturbances" (Curran, 1961, p. 78). Inasmuch as language is a basic ingredient in learning and "a potent force for national unity" (Arsenian, 1937, p. 13), the hows and whys of both first and second language learning are important educational issues today. Related to this is the problem of bilingualism. As Arsenian (1937) says, "Bilingualism is essentially an educational problem: in its wider aspect it is not different from the problem of learning foreign languages" (p. 140).

International relations today have made it feasible and

possible, and in many cases indispensable, that students study in a language other than their own native tongues. This makes necessary a thorough knowledge of the second language before really effective learning can take place. Circumstances sometimes decree that the student pursue college or university studies with insufficient dominance of the second language to the detriment of his own academic advancement. Often the student has "studied" the language in high school, feels that he is sufficiently prepared in it, and then finds to his dismay that he is lacking in both written and oral skills of communication in the language. It is necessary very often to read textbooks in English. According to Widdowson (1971), "Efficient reading involves understanding how language operates in communication, and it is precisely this understanding which students appear not to acquire during their years of learning English in the secondary schools" (p. 15).

Under normal circumstances it may mean simply a matter of further or intensive study of the second language to bring the student up to the point of being able to function adequately in the language. On the other hand, limited time, the threat of failure, lack of teacher-student rapport, or the pressure of other psycho-social factors may hinder the progress, even almost stymie the learning of the student as he attempts to develop oral and written communication skills in the second language. He then becomes frustrated and confused. He feels more threatened, uncomfortable, and unconfident as he finds it hard to compete with other students whose competence in the second language emphasizes his own lack. In his threatened state the student presents a problem not only to himself, but to his teacher as

well, who often is at a loss as to how to meet the situation. The teacher may be ever so skilled as a language teacher per se but unskilled in handling students whose language learning problems go beyond the ordinary ones generally associated with language proficiency.

There is thus the need not only for a general knowledge of psycho-social problems related to language learning but also the need of some suggested guidelines for the teacher who lacks skills associated with the helping process of counseling.

On a campus such as Andrews University where many nationalities converge and are united in a common second language (English) learning environment, the need may be especially felt. Whereas many come with an adequate to superior understanding of English, others find that their lack of English language proficiency is a real handicap to their successful functioning within the scholastic setting. Their attitudes run the gamut of feelings from joy and satisfaction at being able to study in a language other than their own native tongue to resentment, bitterness, and even hatred of a system which decrees that English must be mastered before academic success can be ensured.

While the majority may accept the so-called American way of life and make a sincere effort to conform to it and to understand and adjust to a new language and culture, others are unable to adjust and are hampered by negative attitudes. They hate having to study English, dislike the American culture, resent their teachers or classmates, and have ill feelings towards the policies of the institution. They are hindered by fear, anxiety, and the threat of failure and

non-acceptance. Personalities clash, feelings are often hurt, and an otherwise pleasant learning atmosphere is sometimes soured.

The situation has been frustrating not only to second language teachers, but also to teachers of other subjects, in whose classes these students have found themselves. The teachers have had a number of varied reactions towards the circumstances and towards the students. On the one hand, a few have chosen virtually to ignore the students, to ridicule, or criticize them subtly or openly. Others have mocked them gently or penalized them for their English language deficiencies. There have been teachers who have been unsympathetic and unempathetic, refusing to listen to the student's explanations or honor their efforts at performance. Still others have simply permitted the student to get through their class without mastering either the English language or the subject matter.

On the other hand, the majority of the teachers have been willing and ready to go the second mile to help the student solve his problems of communication in English. They are genuinely concerned about the student and his work. They ask what can be done to help him. How can they make their classes more meaningful? How can they relate to the student as a person? What can be done to bring about an understanding between the teacher and the student? Some have asked for suggestions and really welcomed them. Others have wished for definite guidelines to understanding the student and helping him with his language problems. As a last resort, a few teachers have sought counsel from fellow teachers or made referrals to the Counseling Department, all to the end of alleviating psycho-socio-cultural problems faced by the second language student.

So it is that the need is not simply to train the second language teacher in techniques of language teaching, for the problems often go far deeper than syntax and meaning. The student is also part of classes not directly related to learning the English language. He has teachers who are not oriented to coping with the particular psycho-socio-cultural problems which he may face as a second language student. It is hoped, then, that this study will be helpful not only to teachers of second languages, but to other teachers as well. For both students and teachers alike, the study offers some insight into the psycho-social or socio-cultural problems of second language learning and some possible solutions to these problems.

The Setting for the Study

The international focus of Andrews University and its multilingual and multicultural atmosphere provided an ideal setting for this study. Its students come from all parts of the world and bring with them attitudes, perceptions, and ideals representative of many educational systems. During the winter quarter, 1978, when the study was done, the student body was made up of persons from nearly eighty different countries. The teachers, both foreign-born and native, also represent a variety of cultures, languages, and teaching methodologies.

Andrews University is one of the few universities with a certified bilingual program in Spanish, French, and German. The teachers in the Department of Modern Languages are all native speakers of the language. All are multilingual.

The increasing enrollment of international students made necessary an intensive English language program. The Andrews

University English Language Institute (AU-ELI) is the only intensive English language program in the Michiana area. The nearest certified intensive English language schools are located in Chicago, over ninety miles away. The nearest one in Michigan is located at Michigan State University, some 135 miles away.

AU-ELI is in a geographically desirable position in the southwest corner of Michigan, easily accessible to students wishing to concentrate upon learning English as a second language. It serves a large community population of foreign-born, university students and dependents, as well as a large migrant population who come to southwestern Michigan each year to pick fruit.

The rural surroundings are peaceful and relaxing, conducive to study and learning. Whereas second language learning on the Andrews University campus has real purpose and meaning, it also has its problems. The need to understand these problems is paramount to insure the continued growth and quality of instruction for which Andrews University is known.

The first step in solving the language learning problem like any problem is to determine the nature of the problem. The "question" must be known before any kind of an "answer" can be found. (Beechhold & Behling, 1970, p. 217)

Research Hypotheses

1. There is a significant difference in the classifications by teachers and students of a second language of certain factors related to the learning of a second or a foreign language.

2. There is a significant correlation between the ratings of teachers and students of a second language of certain factors related to the learning of a second or a foreign language.

3. There is a significant correlation between the rankings by teachers and students of a second language of the broad categories of aptitude, motivation, age, empathy, methodology, and attitude, as related to the learning of a second or a foreign language.

4. There is a significant difference among the centroids of the four language groups (English as a second language--ESL, Spanish, German, and French) as defined by their means on six dimensions related to the learning of a second language--interest, importance, attitudes, activities, satisfaction, and study habits.

5. There is a significant difference in the responses of the four language groups to the individual items measuring interest, importance, attitudes, activities, satisfaction, and study habits.

Assumptions

Inasmuch as the teachers and students in the sample were from many different countries and cultures, it was assumed that they were a representative cross-section of second language learners.

It was further assumed that the factors classified and rated by the teachers and students were a synthesis of attributes relating to the learning of a second or a foreign language.

Delimitations

The sample for this study was purposively selected from the population of teachers and students of second languages at Andrews University. Those responding to the Second Language Attitude Questionnaire (SLAQ) were students enrolled in the English as a second language (ESL), Spanish, German, and French language classes at Andrews University during the winter quarter, 1978.

The teachers responding to the Factor Rating List (FRL) were those who had both studied and taught at least one second language. The students responding to the Factor Rating List (FRL) were those currently enrolled in a second language class at the time of the study or who had studied or learned at least one second language previously.

Definition of Terms

<u>Alingual</u>	One who neither speaks nor functions well in either English or Spanish such as has been characterized (or mischaracterized) for the Chicano (Macias, 1975, p. 1)
<u>Anglo-conformity</u>	A complete renunciation of the immigrant's ancestral culture in favor of the behavior and values of the Anglo-Saxon core group (Brembeck & Hill, 1973, p. 5)
<u>Biculturalism</u>	A functioning awareness and participation in two contrasting sociocultures, values and statuses. Biculturalism can be attained by a person without being bilingual (Ulibarri & Holemon, 1969, p. 6)
<u>Bilingualism</u>	The facility in the use of two languages, ranging from a minimal knowledge of either language to a high level of proficiency in both (Ulibarri & Holemon, 1969, p. 5)
<u>Cultural Pluralism</u>	The preservation of the communal life and significant portions of the culture of immigrant groups within the context of American citizenship (Brembeck & Hill, 1973, p. 5)
<u>EFL</u>	English as a foreign language
<u>ESL</u>	English as a second language
<u>Monolingual</u>	One who functions in only one language (unilingual) (Mackey, 1972, p. 75)
<u>TEFL</u>	Teaching English as a foreign language
<u>TESL</u>	Teaching English as a second language
<u>TESOL</u>	Teaching English to speakers of other languages

In American usage TEFL usually refers to teaching overseas or to foreigners who are more or less temporary residents in the United States, such as foreign students, visitors, or diplomatic people. TESL on the other hand, has to do with the teaching of English to non-native speakers who are more or less permanent residents in the United States, such as Mexican-Americans, Puerto Ricans, or Chinese-Americans. The term TESL also includes the teaching of English in the Philippines, India, and other countries where English is an official language.

TESOL, a broader expression, encompasses both TESL and the TEFL groups; actually as the term implies, it includes all teaching of English to non-native speakers everywhere. (Croft, 1972, p. xiv)

Foreign language context

One where the target language is not spoken by the people in the surrounding community (e.g., native speakers of Japanese learning English in Japan) (Oller, Baca & Vigil, 1977, p. 173)

Second language context

One where the target language is spoken in the surrounding milieu (e.g., native speakers of Chinese learning English in the U. S.). (Oller, Baca & Vigil, 1977, p. 174)

Organization of the Study

Chapter I introduces the study, giving the problem, the purpose and significance of the study, and the research hypotheses.

Chapter II contains a review of related literature.

Chapter III discusses the methods of research, the instrumentation, the hypotheses and methods of analysis, and data-gathering procedures.

Chapter IV presents the findings of the study.

Chapter V summarizes the study, discusses the findings, and contains the conclusions and the implications.

Chapter VI presents a Counseling Approach for Language Teaching (CALT) and recommendations for further research.

CHAPTER II

REVIEW OF THE LITERATURE

In order to gain an overall view of the psycho-social problems that the second language learner faces and the implications of these problems in the educational setting, and to be able to understand and devise a workable counseling approach to implement the learning of a second language, the researcher has focused the review of literature on the following areas: (1) Second-language learning and teaching, (2) Bilingualism, and (3) Counseling.

Each of these areas is very broad and extensive in itself. It was necessary to make the three-way search in order to be able to relate adequately the various interacting factors of learning and teaching a second language (whether with the ailingual, the bilingual, or the monolingual student) with counseling techniques to help students whose difficulties with the language are primarily of a psycho-social nature.

Second Language Learning and Teaching

Psycho-socio-cultural Factors

The success that one has in learning a second language may be influenced by many variables, including differences in environmental surroundings and individual characteristics of the learner. There have been few studies which systematically examine the influence of these variables on second language learning. (Fathman, 1976, p. 433)

For many years teachers have unofficially recognized the

necessity of considering variables other than intelligence and aptitude as influential in learning a second language. A number of studies have isolated one or more factors, often giving hierarchical importance to the several variables (Titone, 1973, p. 111).

One of the most comprehensive sets of studies was that made over a period of twelve years by Gardner and Lambert (1972) as they tried to answer "what appears to be a very simple question: How is it that some people can learn a foreign language quickly and expertly while others, given the same opportunities to learn, are utter failures?" (p. 1). They centered their interest upon individual differences in the ability to learn foreign languages as generalized from studies with French and ESL. They approached the question "not as linguists or language teachers but as behavioral scientists--in particular, social psychologists--interested in the matter of learning" (p. 2). They concluded:

When looked at from a sociopsychological perspective the process of learning a second language takes on a special significance. Over and above aptitude, one would then anticipate that a really serious student of a foreign or second language who has an open, inquisitive, and unprejudiced orientation toward the learning task might very likely find himself becoming an acculturated member of a new linguistic and cultural community as he develops mastery of that other group's language. Advancing towards biculturalism in this manner could have various effects on different language learners.

For some the experience might be seen as enjoyable and broadening. For others . . . it could be taken as an imposition, and learning the language would be accompanied by resentment and ill feeling. In other cases, it could be accompanied by deep-seated and vague feelings of no longer fully belonging to one's own social group nor to the new one he has come to know. . . .

There are various forms the language-learning process could take, at least theoretically, and if sociopsychological factors can have such varied and dramatic impact on the

more serious, advanced student of languages, one wonders whether the debutant might not be similarly affected, because his attitudes, his views of foreign people and cultures, and his orientation toward the learning process might well determine or limit his progress in developing second-language competence. (pp. 2-3)

Gardner and Lambert, in turn, were influenced by longitudinal studies done at McGill University and the University of Western Ontario, the findings of which gradually enabled them "to construct the beginnings of a sociopsychological theory of second or foreign language learning" (p. 3). In summary, their theory states:

1. The successful learner of a second language must be psychologically prepared to adopt various aspects of behavior which characterize members of another linguistic-cultural group.
2. The learner's ethnocentric tendencies and his attitudes towards the members of the other group are believed to determine how successful he will be, relatively, in learning the new language.
3. His motivation to learn is thought to be determined by his attitudes toward the other group in particular and toward foreign people in general and by his orientation toward the learning task itself (instrumental vs. integrative).
4. Variance in outlooks is recognized: some may be anxious to learn another language as a means of being accepted in another ethnolinguistic group because of dissatisfactions experienced in their own culture, while others may be as interested, in a friendly and inquisitive way, in the other culture as they are in their own.
5. The more proficient one becomes in a second language, the more he may find his place in his original membership group modified since the new linguistic-cultural group is likely to become for him something more than a mere reference group.
6. Depending upon how he makes his adjustment to the two cultures, he may experience feelings of chagrin or regret as he loses ties in one group, mixed with the fearful anticipation of entering a new and somewhat strange group.
7. Thus, feelings of social uncertainty or dissatisfaction which often characterize the immigrant and the bilingual may also affect the serious student of a second language. (p. 3)

English in the scheme of studies. As a result of historical causes, English has come to be one language that is widely known among the educated classes of the country. . . . The present position of India in the international sphere is partly due to the command that educated Indians have acquired over English. (pp. 99-100)

Titone (1973) citing the conclusions of several theorists, points out that Brachfeld considers language learning from an Adlerian, individual psychological viewpoint particularly as relates to life style:

The "life style" of a person is more important in language learning than such aspects as intelligence, amount of study, number of class hours, etc. Those persons who have a "life style" consisting of a confident "contact-readiness" attain proficiency in a new language more easily. (p. 113)

Schumann (1975) believes that culture stress and culture shock are socialpsychological factors which detract from the effectiveness of language learning.

Learning the language in order to be able to articulate problems and reorient oneself is what is required to overcome culture stress, but . . . culture shock and culture stress can induce a whole syndrome of rejection which diverts attention and energy from learning the second language. (pp. 212-213)

Miller (1970) uses the term psycho-social motor as he describes the interdisciplinary nature of psychology and linguistics. He says that linguists have long admitted that "some kind of psycho-social motor must move the machinery of grammar and lexicon" (p. 22). Miller further feels that language performance is limited by many things other than competence (p. 37).

Recognizing the importance of psychological factors in language learning, the University of Michigan English Language Institute has planned mini-courses. According to Yorio (1973), these

mini-courses are to be offered when a psychological break is needed and when it will not interfere with the regular academic work of the students.

Social variables affect language learning. According to Richards (1974),

In both first and second language acquisition particular forms and patterns of language learning may be attributable to social variables. Whether the learner produces When are you coming? When you come? When you's coming?, may depend on the social situation, the learner's values and attitudes, or some other social factor in the learning context. (pp. 7-8)

Motivation

Gardner and Lambert (1972) measured motivational intensity in second language learning orientation and the desire to learn French and found that "measures of orientation and desire to learn French emerged as separate factors, independent of language aptitude," while further evidence opened "the possibility that basic personality dispositions may be involved in language-learning efficiency" (p. 5). The follow-up study revealed the importance of family attitude on student motivation (p. 5).

Nida (1956) studied motivation in second language learning and found it to be a very important factor.

Almost every one who has had any long experience in the teaching of foreign languages arrives at the conclusion that, despite the recognized importance of such factors as intelligence, auditory memory, analytical ability, and skill in mimicry, motivation is the one important factor involved in a person's learning of a foreign language. (p. 11)

A number of studies of motivation in language learning generally support Nida's contention of the extreme importance of motivation.

Politzer (1953) in studies of French and Spanish language learning concluded that "Our educational objectives must be reached and can only be reached by utilizing the existing motivation and interests and not by opposing them" (p. 21).

Gladstone (1966), emphasizing that language is a cultural reflection, points out the necessity of meaningfulness and good motivation. Several articles in Allen and Campbell (1972) stress motivation but also mention age and methodology, aptitude, and attitude as important variables in second language learning and teaching.

Finocchiaro and Bonomo (1973) also include motivation but add age, aptitude, aspirations and needs, native language, socio-economic status, and previous language experiences. Grittner (1974) feels that attitudes and motivation have a direct psychological bearing upon the students.

According to Gardner and Lambert (1972), a student's motivation depends upon his type of orientation, instrumental or integrative.

The orientation is said to be instrumental in form if the purposes of the language study reflect the more utilitarian value of linguistic achievement, such as getting ahead in one's occupation. In contrast, the orientation is integrative if the student wishes to learn more about the other cultural community because he is interested in it in an open-minded way, to the point of eventually being accepted as a member of that other group. (p. 3)

Christophersen (1973) points out that

Experiments have shown that students with an integrative motivation, which of course means a favourable attitude to the people whose language they are trying to learn, are more successful than those who are merely instrumentally actuated. (p. 21)

There has been some question as to how the integrative motive develops, but findings to date seem to support the conclusion that

"the development of such a motive is dependent upon a particular attitudinal atmosphere in the home" (Gardner, 1968, p. 145).

Shapira (1978) cites a case in point of instrumental versus integrative motivation with respect to the learning of a second language. Zoila was a twenty-five-year-old native of Guatemala. Her native language was Spanish. She came to the United States against her will. Her previous formal instruction in English had been very limited. After arriving in the United States, she attended no formal English classes and never used the "teach yourself" books and records with which she was supplied. "She socializes with Spanish-speaking people, watches Spanish T.V., reads Spanish, and listens to Latin-American music" (p. 247).

Working as a housekeeper in homes of English-speaking people, she learned the necessary English to communicate.

Zoila did not come to the United States out of choice. . . . The circumstances of her arrival may have built up negative feelings about her being in the United States, about the United States, and all things American. Under these circumstances it may be likely that she developed a negative attitude to learning English beyond the level of communication.

Having an instrumental, rather than an integrative, motivation, her performance has not improved beyond a certain point which satisfied her needs. Zoila set herself a goal--to learn how to communicate in English so that she could survive and settle down again. . . . Once Zoila reached this goal she aspired no further. (p. 253)

Despite the fact that Zoila's negative attitudes later changed to more positive ones, she did not develop the correct use of English. She was satisfied and cared to go no further. Her motivation to learn the language well was not strong enough.

Scoon (1971) states that motivation has been called the most

important variable in language learning. "Of the possible motivators, that of desire for integration with the culture of speakers of the language, correlates most highly with learning success" (p. 285).

Reports of language teaching in Egypt suggest the importance of presenting the utilitarian qualities of English as a motivating factor (Bending, 1976). In a study (Backman, 1976) measuring the attitudes and motivation of twenty-one Venezuelan students in ESL at Boston University findings revealed no significant correlations between positive attitude or strong motivation. Interview scores for motivation and culture shock differentiated between the two best and two worst students. This suggested the need for further exploration of the interview technique as a valuable instrument in the assessment of affective factors.

Gardner and Lambert (1972) also report of studies made in Maine, Louisiana, and Connecticut in French-American settings. In all of the studies motivation is revealed as important to language proficiency, along with parental attitudes, desire to learn, and teacher-student sensitivity.

Although a number of scales have been used to measure such attitudinal aspects as anomie, authoritarianism, ethnocentrism, cultural preference, attitudes towards foreigners, social inquisitiveness, sensitivity to others, and parental influence (Gardner & Lambert, 1972), much of the concept of motivation itself as a variable in second language learning has been theoretical, inasmuch as comparatively little actual research has been done in this area. "One reason for this may be the inherent difficulty in conceptualizing and measuring those motivational variables that would likely determine

success in second-language learning" (pp. 11-12).

Intellectual Factors (Aptitude)

According to Allen (1974), there is a modest correlation between I.Q. and success in a foreign language. However, he says that "we all know students who 'should' be achievers but are doing poor work" (p. 3).

Finocchiaro (1974) feels that language aptitude is of importance in language learning if the student intends to go beyond the beginning and intermediate proficiency levels. The term "aptitude" includes the following abilities:

1. Phonetic decoding--the ability to discriminate among sounds or other phonetic phenomena and to remember them for some time after hearing them
2. Grammatical sensitivity--the ability to be aware of the function of words in a variety of contexts
3. Inductive language learning--the ability to infer rules from given language forms
4. Ability to memorize.

Finocchiaro further points out that ". . . it is important to remember . . . that high motivation, the student's active participation, and effective teaching can and do offset poor aptitude" (p. 10).

A study at the University of Boston (Chastain, 1975) of affective characteristics as opposed to ability factors revealed that ". . . there were as many positive correlations between the affective characteristics and course grade as there were between ability factors and course grade" (p. 153).

Carroll, 1962 (cited in Gardner & Lambert, 1972) suggests that achievement in second language learning is a function of three

so-called learner characteristics--aptitude, general intelligence, and motivation. He adds two instructional variables: the student's opportunity for learning and the adequacy of the presentation of the material which is to be learned.

Anisfeld and Lambert (1961) measured orientation towards learning Hebrew and attitudinal factors towards the Jewish community and culture and made intercorrelations of these tests with linguistic aptitude and verbal intelligence. Their findings revealed that Hebrew language learning was affected by both attitudinal orientation and intellectual ability. However, as Gardner and Lambert (1972) point out: "Whereas intelligence and linguistic aptitude are relatively stable predictors of success, the importance of the attitudinal measures varies from one school district to another, depending upon the social class of the neighborhood" (p. 5).

Discussing the relationship of aptitude and motivation, Lambert and Tucker (1970) state:

A person without aptitude can learn a second language with relative ease if his attitude and motivation are strong, and a person with unfavorable attitudes and motivation can be successful if his aptitude is strong; a person with both high aptitude and appropriate orientations and motivation will be particularly likely to do well in the mastery of a second language. (pp. 85-86)

Grittner (1974) concludes:

Most researchers in the field of motivation find that the desire to learn or the need to know is a deep-rooted force which a human being either possesses or lacks. Students who are motivated will want to learn even if their teacher is ineffective. Conversely, it is very difficult, almost impossible, to teach students who are bored or who do not want to learn. (p. 2)

Summary of Factors

There are many factors or variables which in some way affect the learning of a second or a foreign language. They have been variously rated and classified. According to Carroll (1963), five elements determine success in learning a foreign language:

1. The learner's attitude
2. The learner's general intelligence (the amount of time it will require for him to learn a given task)
3. The learner's perseverance
4. The quality of instruction
5. The opportunity for learning that is allowed him (amount of time he is permitted to devote to the task).

Three of these elements relate to the student; two deal with the teacher (pp. 1060-1061).

Without making any attempt at classification at this point and recognizing that many of the factors overlap, are related, and even are practically the same, the researcher presents the following summary list as a supplement to those variables which have already been discussed.

1. Student opinions (Chastain, 1975)
2. Culture stress and culture shock (Schumann, 1975)
3. Status of target language in the particular country (White, 1972)
4. Type of learner (integrative vs. instrumental) (Gardner & Lambert, 1972)
5. Speaker's competence in own language (White, 1972)
6. Interference from mother tongue (Srebot, 1973)
7. Educational necessity of learning second language (Trivedi, 1972)

8. Personality factors and emotional conditions (Carroll & Sapon, 1959)
9. "Life style" of student (Brachfeld in Titone, 1973)
10. Quantity/quality of instruction (d'Anglejan & Tucker, 1975)
11. Design of materials (Daum, 1972)
12. Ego-strength (Titone, 1972)
13. Class attendance (Preston, 1971)
14. Time and age of learning (Macnamara, 1976; Fathman, 1975)
15. Practice or lack of practice (James & Mullen, 1973)
16. Inability to listen effectively--lack of skill in aural analysis (James & Mullen, 1973)
17. Anxiety (Chastain, 1975)
18. Culture and language shock (Larsen & Smalley, 1972)
19. Overexposure to substandard pronunciation (James & Muller, 1973)
20. Reserved vs. outgoing personalities (Chastain, 1975)
21. Parental attitudes (Schumann, 1975; Gardner & Lambert, 1972)
22. Degree of acculturation or cultural alienation (Larsen & Smalley, 1972)
23. Degree of neodomestication (Larsen & Smalley, 1972)
24. General background and status of student's family (Teitelbaum, Edwards & Hudson, 1975)
25. Creativity (Chastain, 1975; d'Anglejan & Tucker, 1957)
26. Time spent in atmosphere (community) of target language (Teitelbaum et al, 1975)
27. Culture stress (Larsen & Smalley, 1972)
28. Teacher unfamiliarity with native language and culture of students (Setian, 1973)
29. Learner's evaluation of teacher and target language (Schumann, 1975)

30. Social background (Teitelbaum, 1975)
31. Desire to improve standard of living, attain upward social mobility, and identify with target community (Teitelbaum, 1975)
32. Self blame; self-rejection (Larsen & Smalley, 1972)
33. Teacher attitudes and sensitivity to student's age, interest, and background (Saitz, 1973)
34. Fear of failure (Gardner & Lambert, 1972)
35. Too intense a demand for accuracy (Titone, 1973)
36. Rejection of one's native culture (Larsen & Smalley, 1972)
37. Empathy (Chastain, 1975; Schumann, 1975)
38. Nationalistic and ethnic attitudes (Teitelbaum, Edward & Hudson, 1975)
39. Curiosity (Nida, 1956)
40. Attitudes of learner towards country and speakers of target language (Dimitrijevic, 1975)
41. Feeling of rejection by target community or host country (Larsen & Smalley, 1972)
42. Desire for easy credit (Teitelbaum, 1975)
43. Pride in and desire to preserve ethnic identity (Teitelbaum, Edwards & Hudson, 1975)
44. Ego permeability (Schumann, 1975)
45. Immersion experience (Bruck, 1976)
46. Community integration and social interaction (Blackburn, 1971)
47. Willingness to learn and be taught (Stevens, 1974)
48. Desire to be accepted in another cultural group because of dissatisfaction with own group (Gardner & Lambert, 1972)
49. Prejudice towards foreigners (Gardner & Lambert, 1972)
50. Isolation in "special classes" (Slager, 1956)

51. Strong ethnocentric or authoritarian attitudes (Gardner & Lambert, 1972)

Additional factors reported from personal experiences of teachers of second or foreign languages include:

1. Pressures from home and the employing agency to finish quickly and return
2. Phonological interference
3. Hostility and resentment towards the institution and teacher
4. General method and focus of teaching
5. Preparation (educational level) of teacher
6. Failure to see utility of language
7. Study habits and study time
8. Desire to hide or forget ethnic identity
9. Desire to learn more of another culture
10. Hatred of target language and culture
11. Classmate opinions and acceptance.

Whereas various authors and studies have isolated, identified, and investigated a number of factors (both ability and affective) which are influential in second or foreign language learning, research is still lacking in the area of methodology for treating the psycho-social problems which arise. Also, the findings of the studies have not always been consistent with each other nor conclusive enough to warrant the assumption that one set of factors is more important than another.

Classifications have been devised as to the categories of linguistical, intellectual, social, psychological, economic, cultural, environmental, and pedagogical characteristics into which the many

factors may be placed. Schumann (1975), however, feels that the various factors are classifiable under only four basic influences: aptitude, motivation, attitude, and empathy. Allen (1972) adds the factors of age and methodology. Based upon these categories, the above factors will be classified (with emphasis upon those of a psycho-social nature) and related to a cognitive-affective counseling approach to implement the learning of a second language.

Sometimes the influence of these factors is dependent upon the status of the second language within a particular country as when the knowledge of English is necessary for both political and commercial exchanges and is thereby imposed upon the social values, attitudinal status, and long-term educational objectives as emphasized by the school curricula (White, 1972).

Slager (1956) reports that isolation in "special" classes may hinder immigrants in their second language learning. "Even though they have serious problems in English as a foreign language, the immigrants do not profit from classes that are specifically devised for the newly-arrived foreign students" (p. 28).

Increased immigration has emphasized the problem of the provision of learning opportunities for speakers of other languages in the United States. Should they be taught in the regular, monolingual classroom using only English as the medium of communication or instruction, or should they be taught in a bilingual program? The problem of bilingualism as it relates to second language learning will be treated in the section entitled Bilingualism.

The Teacher and Second Language Learning

The teacher plays a very crucial role in second language learning since he must be a combination of linguist, sociologist, anthropologist, and pedagogue, with appropriate training in professional education, psychology and methodology (Finocchiaro and Bonomo, 1973).

French (1963) feels that the teacher should become completely familiar with the language course as it is planned, used, and taught in his school. He should know how the course develops, how it relates to the students, how the students are grouped, how divisions are made, and how the students are assessed, evaluated, and tested. He should also be aware of his own place and position and how he relates to the department. He should know what his role is, both as regards the students and the institution.

According to Allen (1974), recognizing today's challenge "to find new ways of attracting students to our foreign language classes and maintaining their interest once they arrive" is a problem that most second language teachers face. The effective language teacher is constantly seeking new "strategies for generating and maintaining motivation in the classroom" (pp. 1, 2).

If the teacher is to be a catalyst, he must first of all become interested in each student as an individual. This means that he must attempt to tailor-make a program that meets the personal needs and interests of each member of his class. (Allen, 1974, p. 10)

Since the second/foreign language teacher "aims to bring students into another world" (Hayden, 1971, p. 10), he must be able to change and accept new ideas.

Effective teachers are flexible in mind and in action.

They are open to whatever change may be necessary because of the acquisition of further knowledge about language and language learning; for what may seem patently true today may not be so in the future, as more information about language is uncovered. (Burt, Dulay & Finocchiaro, 1977, p. 41)

Finocchiaro (1974) gives much practical advice to second language teachers. She feels that the teacher is "more important than any method or material." What the teacher does with any method or material "will determine its effectiveness in helping students to learn." Finocchiaro further emphasizes:

The teacher who can give each student the feeling that he is an important part of a group, that he is capable of learning, and that he can achieve success; the teacher who can demonstrate an understanding of conflict--both environmental and linguistic; the teacher who, through his enthusiasm, his art, and his skill, makes language learning a subject to be looked forward to--will in the final analysis be the one who will forge ahead of his less perceptive colleague in promoting the desirable habits and attitudes needed for language learning. Teachers who embody the personal and professional characteristics outlined here cannot help but push aside the language barriers which impede communication among men. (p. 151)

In discussing positive transfer in the teaching of language, Bosco (1970) says that the teacher must be "an effective competence model . . . a day-to-day working model with whom to interact" (p. 86).

Knowledge of attitudes is important. Research findings can be very helpful. However, says Godfrey (1978), "Descriptions of attitudes and strategies are useful but only descriptions," for it is the role of the teacher which is more important (p. 14). Godfrey continues:

The role of the teacher in initiating and developing those attitudes and strategies is more important. And not the teacher as a technician but the teacher as a catalytic human element.

TESOL taught me much with which to hone my classroom skills but Mexico and her people taught me more. (p. 14)

Just as the student needs understanding, so also does the teacher. Strasheim (1974) asks the question: "If a student needs compassionate treatment and success, doesn't his teacher, as a fellow human being, deserve like compassion and recognition of success?" (p. x).

Bilingualism

The problem of bilingualism is generally associated with the second rather than the foreign language context. Oller, Baca, and Vigil (1977) explain the difference between the two contexts. The distinction lies in the relation of the target language to the mother tongue. A foreign language context is "one where the target language is not spoken by the people in the surrounding community (e.g. native speakers of Japanese learning English in Japan)," whereas a second language context refers to "one where the target language is spoken in the surrounding milieu (e.g. native speakers of Chinese learning English in the United States.)" (pp. 173-174).

Burt and Dulay (1978) use the term bilingual to refer to any person living in a home where one or more members of the household speak a first language other than English (p. 177). This is a broad definition, giving wide range to one's degree of bilingualism.

Given this broad definition, one's degree of bilingualism may theoretically range from a point approximating monolingualism--where one may only comprehend the most basic syntax and vocabulary in one language while speaking another fluently--to a state of "balanced" bilingualism where one's proficiency in both languages is equally high. (p. 177)

The general bilingual population in the United States is

represented by such language minority groups as the Mexican-Americans, Puerto Ricans, Cubans, native Indians, and Asian Americans (United States Commission on Civil Rights, 1975). These are among the 33.2 million Americans (roughly 16 percent of the population according to the 1970 census) who speak a language other than English, with Spanish, German, and Italian speakers, in that order, being the most numerous (pp. 12-14).

With over 7.5 million school age children and another 17.5 million who are nineteen years old or older living in households in the United States where the mother tongue is not English (Burt & Dulay, 1978, p. 177), the problem of educating the bilingual student has become very great. The United States has allocated money to establish special programs to meet the growing needs of these persons (Andersson & Boyer, 1970, p. 1). In the country where there are probably more bilingual speakers than anywhere else in the world (Haugen, 1969, p. 1), this has been a tremendous challenge.

A news item from the New York Times, August 22, 1966, (cited in Andersson, 1969, p. 41) said that "the 'most acute educational problem' in the Southwest is the inadequate schooling for 1.75 million Mexican-American children" (p. 41). There is "a grim prevalence of low grades, high dropout rates and difficulties stemming from schools' insistence on the use of English as the classroom language" (p. 41).

Numerous studies since the early 1920s have attempted to show the correlation of intelligence between monolinguals and bilinguals, with the general conclusion that bilingualism adversely affects intellectual functioning (Lambert, 1972, p. 111). In their

summary of research, the United States Commission on Civil Rights (1975) concludes:

Research in the field of bilingualism and bilingual education is inconclusive as to any adverse effect on language or cognitive development. Yet some studies have been used to suggest that bilingualism . . . negatively affects intelligence and creates identity confusion in bilingual individuals. In the vast majority of these studies, bilingual children scored lower on IQ and other tests. (p. 61)

Birkmaier (1972) writes that "the overwhelming evidence of the research dealing with the intellectual growth of the bilingual is simply that the bilinguals score at much lower levels than the norming group" (p. 235). Gaarder, 1969 (quoted in Andersson, 1969) states:

There is a clear, direct chain relationship between language competence, formal education, and economic status among Americans whose mother tongue is not English. The children speak Spanish, or Navajo, or French, and they do poorly in school: therefore, (so goes the argument) their bilingualism is to blame.

Many researchers have established a decided correlation between bilingualism and low marks on intelligence tests, but what no research has shown is that bilingualism, per se, is a cause of low performance on intelligence tests. On the contrary, studies which have attempted to take into account all the factors which enter into the relationship show that it is not the fact of bilingualism but how and to what extent and under what conditions the two languages are taught that make the difference. (p. 33)

Discrepancies occurred, the validity of the tests was questioned, inconsistencies arose, all leading to further investigation of factors other than intelligence which influenced the bilingual's ability to learn English. Causes of poor learning have ultimately been traced to psycho-social factors relating to personal attitudes, motivation, self-image, self-identity, ethno-centric environment, family, cultural community, peer group influence, and treatment. Along with student attitudes and relationships, the importance of

teacher relationships and attitudes has also been emphasized:

The significant problems of integrating the affective life of the child, his feelings, emotions, and attitudes, with his cognitive development--all his academic learning--are crucially dependent upon the particular classroom teacher he chances to work with in his classroom. (Zintz, Education, 1969, p. 16)

The attitude of the teacher . . . is vital. . . . Unless the teacher is patient and understanding, the student who must learn English as a second language develops insecurity, worry instead of competence, and makes enemies instead of friends for the English language. (p. 6)

Four studies (Oller et al, 1977) begun in 1974, with Mexican-Americans, Chinese graduate students, and Japanese learners of ESL, assessing proficiency, attitudes, motivation, and feelings towards the native language group as well as the target language group, revealed a strong relationship between psycho-social attitudes and proficiency in learning English. The importance of self-assessment was pointed up with both the Chinese and Mexican-Americans as it was found that ". . . the indirect scales concerning subjects' attitudes toward themselves, their native language group, and the target language group seem to be more informative than scales which ask subjects directly about their motives for learning ESL for traveling to the U. S." (p. 183).

The attitudes towards English as a second language (ESL) which may directly affect the learning of English have been reflected in the overlapping phases of social and political movements in the United States: decolonization, the melting pot, mass culture, pluralism, and America the superpower (Kahane & Kahane, 1977, p. 200). Historical views of second language learning and particularly attitudes towards ESL have paralleled these historical stages, and

attitudes have run the gamut from so-called Anglo-conformity, through the melting pot ethos, to today's cultural pluralism.

Thus language mirrors the social-psychological life of a nation, and the consequent attitudes engendered by the language community will certainly affect the learning of the language.

Counseling and Language Learning

The Language Teacher as Counselor

Effective counseling begins first with the teacher or counselor (Hipple, 1966). An unstable, poorly adjusted teacher cannot hope to help someone else who is trying to cope with adjustment and psycho-social learning problems. Allen (1974) states that "the motivation of students often depends on the motivation of the teacher. The way the teacher acts is a reflection of his system of values, and he can do a great deal to spark enthusiasm and maintain interest" (p. 8). Allen adds: "Counseling offers additional hope for motivation. In the area of language, Gilliland raised the achievement level of language among high school students through counseling" (p. 3).

The personal qualities that the second language teacher should possess are stressed as part of the effective counseling process. Whether it is the teacher in the classroom dealing with problems of second language learning or the professional counselor in the office counseling with students having difficulties, the aim of both should be to help the student to help himself, to understand himself, to understand his problems, and to solve them to the extent that he may enhance his learning, improve his self image, if need be, and

develop to his fullest potential.

According to Curran (1961), psychological problems may impede language learning, and the warm, accepting teacher can help to alleviate much anxiety, just as the counselor can do for the client.

If we ask what a counselor brings to a client threatened and anxious about personal problems, we might answer first of all, a deep understanding and acceptance of the client's feeling of inadequacy and the anxieties and insecurities it produces.

Through the counselor's commitment and dialogue, the client learns that his inadequacies will not be used against him, but will be understood and so reflected as to improve his self-understanding and enable him to cope with his threatened situation. This then would be one of the basic factors in the language-counselor-client relationship.
(p. 81)

The teacher-counselor must know the students with whom he is working. "From his observation of students and his conversation with them, the sensitive teacher-counselor can recognize those who need individual help" (Strang, 1953, p. 265). Being able to use the counseling keys of understanding, openness, competence, and authenticity (Pietrofesa, 1971) will aid the client (or student) to "move from a focus on the cognitive to a focus on the affective" (p. 13).

Research confirms that often emotional disturbance may hinder language learning. The teacher-counselor can contribute to the emotional development of his students in various ways including "being so well-adjusted himself that he does not create problems in his students;" understanding behavior so as not to "reinforce detrimental trends;" making adjustments in the group that are generally helpful; actually counseling or giving skillful referral; and obtaining a knowledge of family attitudes and relationships, personal

values, attitudes, and goals (Strang, 1953).

In order to relate effectively to the second language learner, the language teacher should be able to integrate counseling strategy with classroom learning and teaching. He must be alert to differences in individuals, languages, values, and cultures, and be able to recognize that there is no one "best" language nor way of life.

Zintz (Classroom, 1969) says:

Teachers must be continually alert to the differences in languages, values, customs, the whole cultural heritage, and seek to understand the students they teach as real people with all the feelings, attitudes and emotional responses that make them behave the way they do. Most important is the realization that one way of life or one language for communication is not better, nor superior, and not "more right" than another. (p. 9)

Counseling with the Second Language Learner

Just as all individuals deserve the opportunity to learn despite language barriers, so "all humans deserve the dignity of being exposed to the same counseling service" inasmuch as "counseling practices have been established on the characteristics of humans" (Washington, 1968, p. 207).

Counseling with the second language learner, and especially if he is of the bilingual minority, requires special talent, understanding, and preparation, especially as relates to psycho-social problems. The counselor or counselor-teacher must be warm, accepting, understanding, nonjudgmental, willing to relate, to empathize, to give of himself. He must take the student where he is, be genuinely interested in him, respect him, his thoughts, his ideals, his desires. His must be sympathetic understanding that involves empathy not pity. His respect must involve belief in the worth and dignity of the

individual, a belief in the student's capacity to make sound decisions, faith, and trust, not approval or disapproval (Brand, 1972).

Where the problem relates to language proficiency, the teacher-counselor must be alert to cultural implications, cultural values, cultural interactions in the target language setting; and he should be aware of trends in psychological development, attitudes, and values.

Carroll (1971) stresses that "language teaching procedures can be improved by application of psychological knowledge concerning the learning of language habits." Carroll further feels that "the teacher should acquire insight into the principles of educational psychology, linguistics, psycho-linguistics, sociology, and anthropology which he will use in facilitating the students' acquisition of the English language and the American culture" (p. 101).

Counseling the second language learner is not a mystical, magical process. Counseling anyone is "an interpersonal helping procedure which begins with client exploration for the purpose of identifying thinking, feeling, and doing processes which are in any way self-defeating or which require upgrading" (Dyer and Vriend, 1975, p. 17). Counseling is dynamic interaction and involves the totality of human experience--interests, aptitude, attitudes, activities, problems, and concerns.

Counseling seeks no static code however excellent. It helps humans face problems and achieve homeostasis through harnessing the creative, explorative, imaginative powers of youth; the feedback of skill, reality and intelligence of adulthood; the societal correction which only humans can achieve through communication, interpersonal reaction

and counsel. This is the dynamism the counselor/counselee seek. (Freeman, 1967, p. 285)

Helping the second language learner face his problems, overcome his anxieties and fears, and relate to the language community, is no accident. The learning component in the counseling process (Curran, 1961) and the counseling component in the learning process justify the interaction of the two processes.

Titone (1973) describes a method used by Charles A. Curran of Loyola University, Chicago, applying facets of the counseling relationship to the learning of foreign languages. In learning a second or a foreign language persons may become anxious and feel threatened with reactions often similar to or identical with those encountered in initial counseling interviews as they try to describe personal problems.

Curran (1961) himself had been impressed by the suggestions in literature of a learning component in the counseling process, that "many problems of language communication have implications for personality disturbances," and by the emphasis which had been placed in the counseling relationship of the "intensity of belonging and commitment between counselor and client" (p. 78).

Curran began a three-year research the basic aim of which was to "determine if methods used in counseling skills and relationships could be adopted to facilitate the learning of foreign languages" (p. 78). The sample included graduate and undergraduate students from three colleges who were studying German, French, Spanish, and Italian, and "for non-Americans this project also involved indirectly their improvement in English" (p. 79). The methodology included five

stages and was devised to create relationships with the language-counselor which enabled the client to grow linguistically from a state of dependency, insecurity, and inadequacy to an increasingly independent, self-directed, and responsible use of one or more foreign languages.

In the study, "the learner was considered not as a student, but as a client; and the native instructor was thought of not as a teacher, but rather was trained in counseling skills adapted to his role as language-counselor" (p. 79).

The counseling techniques used in the project helped the students overcome fear, anxiety, strangeness, uncertainty and strong personal blocks, and to identify positively with the languages themselves. There were "deep personal gains" and changes in self-reference and self-image.

In describing the results of the study, Curran states:

Findings of the research would seem to demonstrate that the process of foreign language learning has much in common with the process of psychological counseling. They begin at the same stage of negative emotion, where conflict and confusion predominate, and the person is unable to cope by himself with his problem. Then there is steady growth toward confident, independent activity and insight. This moves the client in the direction of increasingly less need of and dependence on the counselor. . . .

The language-client begins with a negative self-reference in his fear of or resistance to the foreign language. He slowly begins to see himself speaking this foreign language and he emerges with a positive self-reference to the foreign language. (p. 92)

The project was successful in showing the interrelationships of counseling and language teaching and learning. Curran concluded:

This process was definitely furthered by the language counselor's (language teacher retrained in counseling

techniques) ability to establish a warm, understanding and accepting relationship. . . . As in psychological counseling, the client's growth was most effectively furthered when there was an intense empathy between himself and the language counselor. (pp. 92-93)

Summary

This chapter has presented a review of literature in three areas related to the learning of a second or a foreign language. These are second language teaching and learning, bilingualism, and counseling. The section on second language teaching and learning included an overview of social-psychological factors, especially attitudes and motivation; intellectual factors; and a summary of related factors. The section also included a review of literature concerning the role of the teacher in second language learning.

The section on bilingualism included the historical, social, and political movements which have affected the teaching of English as a second language in the United States. The third section dealing with counseling and language learning presented the relationships between counseling and language teaching, the language teacher as counselor, and counseling the second language learner.

Theory and research in second language learning support the belief that among the many factors which influence second language learning, those of a psycho-social-cultural nature are the most important. Motivation is perhaps the most outstanding factor.

Language learning is gestalt and interdisciplinary in nature. It touches many disciplines such as psychology, sociology, anthropology, and philosophy. Language as communication is social

phenomenon. This is especially seen with regards to the bilingual student.

Bilingual students have many of the same problems which second language learners face. Because of the increased immigration of speakers of other languages, the problem of bilingual education has become a major issue in the United States today. This has necessitated the implementation of special programs to facilitate the learning of English without degrading the student's own cultural heritage.

Research and literature reports further support the relationship which exists between second or foreign language teaching/learning and counseling. No matter what the method of teaching is, an atmosphere of warmth, acceptance, and commitment, as exemplified in counseling relationships, will enhance the learning process and make it easier to overcome psycho-social problems which may interfere with the learning of a second language.

CHAPTER III

METHODOLOGY

Introduction

This study had several purposes:

1. To classify certain factors which, according to literature and experiences of teachers who have taught a second language, and students who have learned a second language, are related to the learning of a second or a foreign language
2. To rate the relative importance of these factors in the learning of a second language by teachers and students of second languages
3. To rank the broad categories of aptitude, motivation, age, empathy, methodology, and attitude in order of importance with respect to the learning of a second language
4. To compare the classifications, ratings, and rankings of teachers and students of a second language
5. To compare language backgrounds, interests, attitudes, activities, problems and concerns, and study habits of students learning English as a second language, and those learning French, Spanish, and German
6. To compare responses on a language attitude questionnaire of students of English as a second language (ESL) and those learning French, Spanish, and German

7. To present a theoretical counseling-teaching approach to be used to help alleviate problems which relate to the student's learning of a second language.

Methods of Research

This study utilized the following types of research:

1. Causal-comparative or "ex post facto." Causal-comparative research is "to investigate possible cause-and-effect relationships by observing some existing consequence and searching back through the data for plausible causal factors" (Isaac & Michael, 1971, p. 14).

Ex post facto research is systematic empirical inquiry in which the scientist does not have direct control of independent variables because their manifestations have already occurred or because they are inherently not manipulable. Inferences about relations among variables are made, without direct intervention, from concomitant variation of independent and dependent variables. (Kerlinger, 1973, p. 379)

2. Action. This type of research is "to develop new skills or new approaches and to solve problems with direct application to the classroom or other applied setting" (Isaac & Michael, 1971, p. 14).

Population and Sample

A non-random, purposively selected sample of forty-five teachers and forty-five students of second languages was requested to classify, rate, and rank factors influencing the learning of a second or a foreign language. The teachers included those who were teachers by profession who had both studied and taught at least one second language. The students included those who were currently enrolled in a second language class at the time of the study or who had studied or learned at least one second language previously.

Forty-four teachers and forty-five students responded to the Factor Rating List. There was one non-return.

The purposively selected sample responding to the Second or Foreign Language Attitude Questionnaire was the entire population of the beginning, intermediate, conversation, and composition French, German, Spanish, and ESL classes at Andrews University and Andrews Academy during the winter quarter, 1973, as well as those students in Freshman Composition whose first language was not English. There were 189 students in all of the groups combined. The largest language group responding to the questionnaire was that of Spanish students with a total of seventy. The English as a second language (ESL) group was second with fifty-six students, followed by French with forty-six and German with seventeen.

Instruments

To explore the classifications, ratings, and rankings of the factors influencing the learning of a second language and to investigate and compare language attitudes, interests, activities, problems, concerns, and study habits of students learning a second language, two instruments were constructed based on information gathered from the review of literature, personal observations and experiences of second language teachers and students, and interviews.

Factor Rating List

The first instrument, a Factor Rating List (FRL), was designed to classify and rate certain factors found to be related to the learning of a second language and to rank the broad categories of aptitude, motivation, age, empathy, methodology, and attitude in

order of importance with respect to the learning of a second language. There were three categories into which fifty-nine factors were classified:

1. Primarily psycho-social or socio-cultural
2. Primarily related to aptitude
3. Not primarily psycho-social or socio-cultural, nor related to aptitude, but more related to such categories as age and method of instruction.

The factors were rated according to their importance in learning a second language on a scale from 1-5, unimportant to extremely important. The six broad categories of aptitude, motivation, age, empathy, methodology, and attitude were ranked in order of importance from 1-6, most important to least important.

Second Language Attitude Questionnaire

The second instrument, a Second Language Attitude Questionnaire (SLAQ), was designed to assess the general language backgrounds of students of second languages and to measure their interests in learning the second language, its importance or utility, the student's attitudes towards learning the language, their language activities outside of the classroom, their satisfaction and agreement with various aspects of learning the language, and their study habits.

Part I of the SLAQ assessed the general language backgrounds of the respondents. It was followed by six subscales dealing with interest, importance, attitudes, activities, satisfaction, and study habits. "Interest" referred to the reason for studying the language. "Importance" concerned the usefulness of the language in the world today. "Attitudes" dealt with feelings towards studying the language,

the advantages or disadvantages of knowing it, the desire to continue studying it, and the attitudes of parents towards the student's learning the language. "Activities" included things done outside of class to improve the student's knowledge of the language. "Satisfaction" measured the contentment the student had towards certain aspects of learning the language and teacher-student relations. "Study Habits" assessed the amount of time the student spent doing assignments, studying, and using the language.

The ratings for each subscale were as follows:

Interest in the language

- 3--Very important
- 2--Slightly important
- 1--Not important

Importance of the language

- 3--Very important/Strongly agree
- 2--Slightly important/Agree
- 1--Not important/Disagree

Attitudes towards the language

- 4--Very important/Very true/Strongly agree
- 3--Slightly important/True/Agree
- 2--Unimportant/Disagree
- 1--Strongly disagree

Activities outside of school

- 3--Often
- 2--Sometimes
- 1--Rarely or never

Satisfaction with the language

Section A

- 4--Very satisfied
- 3--Fairly satisfied/Satisfied
- 2--Dissatisfied
- 1--Very dissatisfied

Section B

- 4--Strongly agree
- 3--Agree
- 2--Disagree
- 1--Strongly disagree

Study Habits

Miscellaneous responses for each item

The subscale for study habits gave the respondents several choices to mark for each separate item concerning their study habits.

There were positive and negative items on the questionnaire. Either agreement or disagreement with an item might be a positive or a negative response depending upon the nature of the statement. All items were tallied as marked by the respondent. The negative items were scored in reverse.

The Second Language Attitude Questionnaire (SLAQ) was an outgrowth of several scales and questionnaires prepared by persons pursuing studies of language attitudes of secondary, college, and graduate students. Particular credit is given to the following persons:

1. Leon A. Jakobovits of the Center for Comparative Psycholinguistics of the University of Illinois, who prepared a Foreign Language Attitude Questionnaire at the request of the Committee I of the 1970 Northeast Conference on the Teaching of Foreign Languages (Tursi, 1970)

2. Members of the research teams who made a ten-year study of the teaching of English as a foreign language in ten countries on behalf of the International Association for the Evaluation of Educational Achievement (IEA), the results of which were

reported by Lewis and Massad (1975)

3. Herta Teitelbaum, Allison Edwards, and Alan Hudson of the University of New Mexico who explored "ethnic attitudes and the acquisition of Spanish as a second language" (Teitelbaum, 1975).

Free-response items were included on both the Factor Rating List and the Second Language Attitude Questionnaire. Responses to these items were optional. Although the responses could not be subjected to statistical analysis in the same way as were the other items, it was felt that they would give further insight into the problems and concerns which second language learners face. The responses expressed both positive and negative attitudes.

Pilot Study

The SLAQ was piloted with the students in the ESL, French, and Spanish language classes at Andrews Academy to determine the need for changes, clarity of instructions, and the approximate time necessary to respond to the questionnaire. Forty-three students participated in the pilot study.

The administering of the questionnaire took from approximately twenty minutes to one-half hour. It was not necessary to change any of the written instructions on the questionnaire. However, it was noted that more preliminary oral explanations by the administrator were helpful. The order of the ratings in item 10, part VI was reversed from least preferred to most preferred course (1-6) to most preferred to least preferred course (6-1) in keeping with the order of the rating in parts II-VI. After these appropriate changes were

made, the questionnaire was administered to the students in the University.

Item Analysis

An item analysis was undertaken for each language group separately on each of the six subscales. The major output of the analysis was the coefficient alpha estimate of scale reliability and a point multiseriial correlation coefficient (PMS) for each item. Coefficient alpha is the lowest bound of the correlations between observed scores and true (errorless) scores on a scale. Table 1 gives the reliability of each scale with each group. Considering the small number of items in some scales, these coefficients are very satisfactory.

The point multiseriial correlation (PMS) is the product moment correlation between scores on the individual items and total scores on the subtests. Tables 58 and 59, appendix C, give the PMS for each item with respect to the subscale to which it belongs, measured on the responses of each group. Most of the items with a PMS below .3 were omitted. A few were retained if the correlation was low for only one of the four groups compared, or if the items were important for content validity. On the original SLAQ there were 116 items. In part II, three items were omitted from the scoring; in part IV, fifteen items were omitted; in part VI, seven were omitted; and in part VII, one was omitted. This left a total of 90 items in the six subscales.

Hypotheses and Methods of Analysis

The following hypotheses are stated in the null form:

1. There is no significant difference in the classifications by teachers and students of a second language of certain factors related to the learning of a second or a foreign language.

To test this hypothesis, chi-square analysis was used. The one dimension was teacher/student, and the other dimension was the category into which the factor was placed--primarily psycho-social, primarily aptitude, or other.

TABLE I
RELIABILITY OF SUBSCALES

Group	Subscale	Coefficient Alpha
English (ESL)	Interest	.8573
	Importance	.7790
	Attitudes	.8011
	Activities	.6846
	Satisfaction	.8769
	Study Habits	.6644
Spanish	Interest	.8563
	Importance	.8493
	Attitudes	.8838
	Activities	.8833
	Satisfaction	.7606
	Study Habits	.5583
German	Interest	.8421
	Importance	.6222
	Attitudes	.9320
	Activities	.7503
	Satisfaction	.9010
	Study Habits	.7784
French	Interest	.8446
	Importance	.7408
	Attitudes	.9414
	Activities	.6951
	Satisfaction	.7181
	Study Habits	.7116

2. There is no significant correlation between the ratings of teachers and students of a second language of certain factors related to the learning of a second or a foreign language

The ratings of the fifty-nine factors by the forty-four teachers yielded a table giving the frequency with which each factor was given each rating--from unimportant to extremely important. A categorical scaling procedure (Bock & Jones, 1968, pp. 212-244) was used on this frequency table to yield scale values for the fifty-nine factors which could be considered to be on an interval scale. The same procedure was used for the ratings by the forty-five students. A product-moment correlation coefficient was obtained between these two sets of ratings. Coefficients of relation in effect tell "the magnitude and (usually) the direction of the relation" (Kerlinger, 1973, p. 145).

3. There is no significant correlation between the rankings by teachers and students of a second language of the broad categories of aptitude, motivation, age, empathy, methodology, and attitude, as related to the learning of a second or a foreign language

The ranks assigned by the teachers to the six broad categories yielded a table showing the proportion of times each category was given each rank. This was subjected to a procedure using the paired-comparison scaling technique (Bock & Jones, 1968, pp. 161-165) to yield scale values of the categories on an interval scale. The same procedure was carried out on the students' rankings. The product moment correlation coefficient was obtained between these two sets of scale values.

4. There is no significant difference among the centroids of the four language groups (ESL, Spanish, German, and French) as defined by their means on six dimensions related to the learning of a second language--interest, importance, attitudes, activities, satisfaction, and study habits.

Multivariate analysis of variance (Harris, 1975, p. vi) was used to compare the centroids of the four language groups as defined by the group means on the six variables measured by the SLAQ. This was followed up by multiple discriminant analysis to obtain the optimal weights of the six variables in maximally discriminating among the four groups. Discriminant analysis was useful for this study inasmuch as the groups were defined a priori and the purpose was to distinguish them from one another on the basis of the score profiles (Nunnally, 1967, p. 338).

5. There is no significant difference in the responses of the four language groups to the individual items measuring interest, importance, attitudes, activities, satisfaction, and study habits

This hypothesis was tested by applying chi-square analysis to the responses to each of the 90 separate questions on the six subscales. In each case the one dimension was language group, and the other dimension was response category.

For each statistical test, alpha was set at .05.

Procedure

Factor Rating List (FRL)

A purposive effort was made to find teachers and students of second languages who represented a number of language backgrounds

from various parts of the world to respond to the Factor Rating List (see table 2 and the pages following for language backgrounds). The FRL was put into a large envelope and given to the respondent personally by the researcher along with a letter (see appendix A) briefly stating the purpose of the FRL. The completed FRL was returned to the researcher personally, to her library carrel, or to the department in which she worked.

A comparison was made of the responses to classifications, ratings, and rankings of factors related to the learning of a second language by the teachers and the students.

Second Language Attitude Questionnaire (SLAQ)

The Second Language Attitude Questionnaire (SLAQ) was administered personally by the researcher to the ESL and the beginning and the intermediate French, German, and Spanish language classes at Andrews University during the winter quarter, 1978. Students in the Spanish composition and conversation classes, and ESL students in the Freshman Composition classes also responded to the questionnaire.

The regular teacher introduced the researcher, who, in turn, explained to the class the nature of the study. Directions from the questionnaire were read together (by the administrator orally and by the students silently), further explanations were given, and any questions which had arisen were answered. The regular teachers of the ESL classes helped the administrator to clarify individually any items or terms which might not have been fully understood by the students. There was no time limit.

Interviews

Thirty-three interviews with administrators, teachers, and students of second languages were conducted to obtain free, open responses to questions of concerns, attitudes, interests, and felt needs of second language learners. A special effort was made to establish rapport with respondents in order to receive honest responses. The interviews were conducted in several ways. They included:

1. Classroom interviews of several groups of students
2. One-to-one interviews outside of class
3. Group interviews outside of class
4. Telephone interviews
5. Private home or office interviews

(Generally these home or office interviews were with one person, but sometimes they were with more than one. Sometimes they were in the researcher's office or home. At other times they were in the office or home of the interviewee).

Some of the interviews were quite structured. Others were very informal. Some were volunteered. Most were requested by the researcher. Whereas no formal records were taken at a number of the interviews, recordings by permission were made of some of the conversations, while notes were taken of others.

Data from the Questionnaire, the Factor Rating List, and the interviews were coded, key-punched, analyzed, and tabulated. Conclusions and recommendations were made in accordance with the findings.

Summary

This chapter first presented the seven-fold purpose of the

study. The methods of research were given followed by a description of the population and sample. Two instruments, the Factor Rating List (FRL) and the Second Language Attitude Questionnaire (SLAQ), were described along with the pilot study and the item analysis.

Five hypotheses were presented with the method of analysis used to test each hypothesis. These methods of analysis included multivariate analysis of variance, multiple discriminant analysis, chi square, categorical scaling, paired comparison scaling, and product-moment correlation.

The procedures used for administering the Factor Rating List and the Second Language Attitude Questionnaire were given, followed by a discussion of the thirty-three interviews with administrators, teachers, and students of second languages.

CHAPTER IV

PRESENTATION OF THE FINDINGS

Introduction

This chapter presents the findings from the analyses of data collected from the Second or Foreign Language Attitude Questionnaire and from the Factor Rating List which was to classify, rate, and rank factors related to the learning of a second or a foreign language.

There are four sections:

1. Demographic Data
2. Second or Foreign Language Attitude Questionnaire
3. Factor Rating List
4. Free-response Items

Demographic Data

Of the 189 respondents to the Second Language Attitude Questionnaire, the majority (119) spoke English as a native language. The next largest language group of speakers was that of the Romance languages with 31 speakers. Oriental speakers followed with 14; German, Scandinavian, and Balto-Slavic languages came next with 7. African languages tied with Malayo-Polynesian and Indian languages with 6 speakers each, followed by Armenian, Indo-Iranian, and Greek languages with 5 speakers. Table 2 shows the actual native languages represented, 25 in all, along with the specific number of speakers representing each language.

TABLE 2

NATIVE LANGUAGES OF RESPONDENTS TO THE SECOND OR
FOREIGN LANGUAGE ATTITUDE QUESTIONNAIRE

Native Language	Speakers	Native Language	Speakers
Armenian	4	Kpelle	1
Cambodian	1	Luo	1
Chinese	1	Luya	1
Danish	1	Persian	1
Dutch	1	Portuguese	1
Ebrie	1	Spanish	31
English	119	Swahili	1
Finnish	1	Tagalog	1
German	2	Thai	1
Icelandic	1	Ukrainian	1
Indonesian	5	Vietnamese	1
Japanese	4	Yugoslavian	1
Korean	7		

There were twenty-eight other languages spoken or understood by the respondents. Table 3 shows the actual languages and the numbers of students who spoke or understood them.

Eighty-nine of the respondents to the Language Attitude Questionnaire (or approximately 47 percent of them) began studying the particular language of the group between the ages of sixteen and twenty. Seventy-three percent learned most of the language in school. Only about half of the respondents felt that they knew the grammar of their own native language very well.

Of the ninety-two respondents who were not born in the United States, slightly less than one third of them had lived here for less than one year. Another one third had lived here between one and three years. Fourteen percent of them had lived in the United States between five and ten years, while another 14 percent had lived in the

TABLE 3

OTHER LANGUAGES SPOKEN OR UNDERSTOOD BY
RESPONDENTS TO THE SECOND OR FOREIGN
LANGUAGE ATTITUDE QUESTIONNAIRE

Language	Speakers	Language	Speakers
Afrikaans	2	Luganda	1
Baoule	1	Mandinka	1
Danish	1	Norwegian	2
English	58	Norwinga	1
Farsi (Persian)	5	Polish	1
French	27	Portuguese	4
German	11	Romanian	2
Greek	2	Russian	1
Hindi	2	Sinhala	1
Illocano	1	Spanish	37
Italian	1	Swahili	2
Japanese	4	Swedish	2
Kipane	1	Tagalog	2
Korean	1	Vai	1

United States for more than ten years.

Fifty-five percent of the students said that they liked living in the United States. Thirty-nine percent liked living here sometimes, while only 4 percent did not like living in the United States at all. The majority of the respondents had been born in the Far East, followed closely by those born in the French or Spanish Caribbean area. Forty-five percent of the students were not sure about their returning to their own country to live, while 24 percent definitely did not plan to do so.

Among the forty-four teachers and the forty-five students of second languages who responded to the Factor Rating List were those with experience not only as teachers and students but also as administrators, ministers, translators, and business executives. The

students were college undergraduates and university graduate students (master's and doctoral levels) and seminarians (master's and doctoral levels).

The teachers represented eighteen native languages; the students also represented eighteen. Table 4 identifies the languages and the number of speakers for each. Some students reported two languages as native, having grown up with both and knowing the two so equally well that they were unable to distinguish one as being more native than the other.

TABLE 4
NATIVE LANGUAGES SPOKEN BY TEACHERS AND STUDENTS

Teachers		Students	
Language	Speakers	Language	Speakers
Arabic	1	Amharic	1
Batak	1	Armenian	3
Chinese	1	Danish	1
Czechoslovakian	1	Ebrie	1
English	20	English	8
Finnish	1	German	1
French	1	Hokka	1
German	3	Igbo	1
Icelandic	1	Indonesian	2
Korean	1	Japanese	2
Mizo	1	Korean	2
Romanian	1	Kpelle	1
Spanish	5	Persian (Farsi)	1
Swedish	1	Portuguese	2
Tagalog	1	Russian	1
Tigrigna	1	Spanish	20
Tumbuka	1	Yoruba	1
Yoruba	2	Yugoslavian	1

Teachers and students together spoke, read, or understood fifty-one languages or dialects besides their own native tongues.

Thirty-eight second languages or dialects were represented by the teachers. They are as follows:

- | | |
|---------------------|-----------------|
| 1. Afrikaans | 20. Kinyarwanda |
| 2. Amharic | 21. Korean |
| 3. Chewa | 22. Lao |
| 4. Chinese (Peking) | 23. Latin |
| 5. Creole | 24. Malay |
| 6. Danish | 25. Norwegian |
| 7. Dutch | 26. Nsenga |
| 8. English | 27. Nupe |
| 9. French | 28. Portuguese |
| 10. German | 29. Quechua |
| 11. Greek | 30. Romanian |
| 12. Hausa | 31. Russian |
| 13. Hebrew | 32. Sindebele |
| 14. Hindi | 33. Spanish |
| 15. Hokka | 34. Swahili |
| 16. Indonesian | 35. Swedish |
| 17. Italian | 36. Thai |
| 18. Japanese | 37. Ukranian |
| 19. Khasi | 38. Vai |

Thirty-two second languages or dialects were represented by the students. They are as follows:

- | | |
|--------------|---------------------|
| 1. Afrikaans | 17. Italian |
| 2. Arabic | 18. Japanese |
| 3. Aramaic | 19. Latin |
| 4. Armenian | 20. Malay |
| 5. Bassa | 21. Mandarin |
| 6. Cantonese | 22. Mandinka |
| 7. Catalan | 23. Norwegian |
| 8. Chinese | 24. Persian (Farsi) |
| 9. Dutch | 25. Polish |
| 10. English | 26. Portuguese |
| 11. French | 27. Russian |
| 12. German | 28. Spanish |
| 13. Greek | 29. Swedish |
| 14. Hebrew | 30. Syriac |
| 15. Hokka | 31. Tagalog |
| 16. Hokkien | 32. Vai |

Second languages which had actually been taught included the following:

- | | |
|------------|--------------|
| 1. Amharic | 10. Korean |
| 2. Arabic | 11. Latin |
| 3. Chewa | 12. Mizo |
| 4. Danish | 13. Spanish |
| 5. English | 14. Swahili |
| 6. French | 15. Tagalog |
| 7. German | 16. Tigrigna |
| 8. Greek | 17. Yoruba |
| 9. Italian | |

Testing the Hypotheses

Factor Rating List

Hypothesis 1: There is no significant difference in the classification by teachers and students of a second language of certain factors related to the learning of second or a foreign language.

Two groups, forty-four teachers and forty-five students of a second or a foreign language classified fifty-nine factors related to the learning of a second or a foreign language. The factors were classified into three categories:

1. Primarily psycho-social or socio-cultural
2. Primarily related to aptitude
3. Not primarily psycho-social or socio-cultural nor related to aptitude.

Teachers and students responded very similarly in most of their classifications of the factors. However, there was little agreement on several.

Table 62, appendix C shows the frequencies of teacher responses. Thirty-seven factors were classified as primarily psycho-social or socio-cultural; nine factors were classified as primarily related to aptitude; thirteen were classified as not primarily psycho-social or socio-cultural nor related to aptitude.

Table 63, appendix C shows the frequencies of student

responses. The students classified thirty-five factors as primarily psycho-social or socio-cultural, nine factors as primarily related to aptitude, and fifteen as not primarily psycho-social or socio-cultural nor related to aptitude.

Using chi square analysis, it was found that for the classification of the factors by the two groups, there were seven factors significantly different at the probability level of .05. Results of the analysis for all of the factors are given in Table 61, appendix C. Proportional frequencies of responses for all significant factors are given in tables 5-11. This hypothesis was accepted for fifty-two items and rejected for seven.

Table 5 shows the chi square analysis for item 18, educational necessity of learning second language. For the data of table 5, chi square = 6.4235 with 2 degrees of freedom and a probability of .040. The majority of both teachers and students agreed that item 18 is primarily psycho-social.

TABLE 5
PROPORTIONAL RESPONSES FOR ITEM 18
(EDUCATIONAL NECESSITY OF LEARNING SECOND LANGUAGE)

Group	N	Psycho-social	Aptitude	Other
Teachers	44	.591	.045	.364
Students	43	.581	.209	.209
Total	87	.586	.126	.287

Table 6 shows the chi square analysis for item 33, fear of failure.

TABLE 6
PROPORTIONAL RESPONSES FOR ITEM 33
(FEAR OF FAILURE)

Group	N	Psycho-social	Aptitude	Other
Teachers	44	.818	.068	.114
Students	43	.558	.256	.186
Total	87	.690	.161	.149

For the data of table 6, chi square = 7.6532 with 2 degrees of freedom and a probability of .022. Item 33 was classified as primarily psycho-social by the majority of both teachers and students.

Table 7 shows the chi square analysis for item 35, nationalistic and ethnic attitudes. Table 8 shows the chi square analysis for item 38, desire for easy credit.

TABLE 7
PROPORTIONAL RESPONSES FOR ITEM 35 (NATIONAL-
ISTIC AND ETHNIC ATTITUDES)

Group	N	Psycho-social	Aptitude	Other
Teachers	44	.955	.000	.045
Students	43	.721	.163	.116
Total	87	.839	.080	.080

For the data of table 7, chi square = 7.0506 with 2 degrees of freedom and a probability of .029. According to teachers and students, this item is primarily psycho-social.

TABLE 8
PROPORTIONAL RESPONSES FOR ITEM 38
(DESIRE FOR EASY CREDIT)

Group	N	Psycho-social	Aptitude	Other
Teachers	44	.250	.023	.727
Students	44	.227	.250	.523
Total	88	.239	.136	.625

For the data of table 8, chi square = 9.8537 with 2 degrees of freedom and a probability of .007. More teachers than students classified this item as primarily psycho-social, and more students than teachers classified it as primarily related to aptitude. However, the majority of both teachers and students agreed that it was more related to category 3, other influences.

Table 9 shows the chi square analysis for item 42, strong authoritarian attitudes.

TABLE 9
PROPORTIONAL RESPONSES FOR ITEM 42
(STRONG AUTHORITARIAN ATTITUDES)

Group	N	Psycho-social 1	Aptitude 2	Other 3
Teachers	44	.614	.068	.318
Students	44	.386	.227	.386
Total	88	.500	.148	.352

For the data of table 9, chi square = 6.3323 with 2 degrees of freedom and a probability of .042. Students felt that this factor

was related to all three categories. The majority of the teachers classified this factor as primarily psycho-social.

Table 10 shows the chi square analysis for item 53, hostility and resentment towards institution.

TABLE 10
PROPORTIONAL RESPONSES FOR ITEM 53 (HOSTILITY
AND RESENTMENT TOWARDS INSTITUTION)

Group	N	Psycho-social 1	Aptitude 2	Other 3
Teachers	43	.744	.047	.209
Students	43	.488	.186	.326
Total	86	.616	.116	.267

For the data of table 10, chi square = 6.9700 with 2 degrees of freedom and a probability of .031. This factor was also classified as primarily psycho-social by both teachers and students.

Table 11 shows the chi square analysis for item 56, hatred of target language and culture.

TABLE 11
PROPORTIONAL RESPONSES FOR ITEM 56 (HATRED
OF TARGET LANGUAGE AND CULTURE)

Group	N	Psycho-social 1	Aptitude 2	Other 3
Teachers	44	.932	.023	.045
Students	44	.659	.114	.227
Total	88	.795	.068	.136

For the data of table 11, chi square = 7.3119 with 2 degrees

of freedom and a probability of .026. Both teachers and students agreed that item 56 was primarily psycho-social.

Despite the significant difference in classification by teachers and students for these seven factors, both groups considered all but one of them as primarily psycho-social or socio-cultural. Only factor 38, desire for easy credit, was classified by the majority of both groups as not primarily psycho-socio-cultural nor related to aptitude. The greatest discrepancy between the two groups was in the classification of item 42, strong authoritarian attitudes. Many more of the teachers felt that this factor was primarily psycho-social-cultural than did students.

Hypothesis 2: There is no correlation between the ratings by teachers and students of a second language of certain factors related to the learning of a second or a foreign language.

The same forty-four teachers and forty-five students rated the fifty-nine factors from unimportant (1) to extremely important (5). Table 64, appendix C gives the frequencies of responses of teachers and students in each category for each item.

In order to obtain an interval scale for the fifty-nine items for the responses of the teachers and students, a categorical scaling procedure was used with the frequency response tables as basis for the scaling. Table 65 shows the scale values assigned to the fifty-nine items by these two groups of respondents.

To test hypothesis 2, a product-moment correlation coefficient was obtained between the two distributions of scale values. This correlation was .49. This is statistically significant at the .001 level and indicates a moderate relationship between the two sets of

scales. Approximately 24 percent ($.49 \times .49$) of the variance on the students' distribution is common to that of the teachers' distribution. Hypothesis 2 was therefore rejected.

Tables 12 and 13 identify the factors rated the most important and the least important by teachers and students. As can be seen from the tables, both teachers and students rated the same factors as the most important with respect to learning a second language. However, they rated them in a different order.

Four of the five factors rated the least important by both teachers and students were the same in a slightly different order. They differed with respect to item 41, isolation in "special" classes, and item 53, hostility and resentment towards the institution. Item 40, willingness to learn and be taught, was rated the most important by both groups. Item 38, desire for easy credit, was rated by both groups as the least important.

Hypothesis 3: There is no significant correlation between the rankings by teachers and students of a second language of the broad categories of aptitude, motivation, age, empathy, methodology, and attitude as related to the learning of a second or a foreign language.

Six categories related to the learning of a second or a foreign language were ranked as to their relative importance in the learning of a second or a foreign language on a scale from most important (1) to least important (6). To obtain scale values for these data, the sets of ranks by the teachers and students were subjected to a paired comparison scaling procedure derived from a rank order table. Table 66, appendix C shows the proportion of times each stimulus (category) was given each rank by teachers and students separately and then combined.

TABLE 12

MOST IMPORTANT AND LEAST IMPORTANT FACTORS
BY TEACHERS (DESCENDING ORDER)

Most Important	Least Important
40 Willingness to learn and be taught	23 Socio-economic status of family
17 Quality of instruction	42 Strong authoritarian attitudes
13 Practice or lack of practice	41 Isolation in "special" classes
24 Degree of acculturation	34 Student's rejection of his/her native culture
48 Interest in language learning	38 Desire for easy credit

TABLE 13

MOST IMPORTANT AND LEAST IMPORTANT FACTORS
BY STUDENTS (DESCENDING ORDER)

Most Important	Least Important
40 Willingness to learn and be taught	23 Socio-economic status of family
13 Practice or lack of practice	53 Hostility and resentment towards institution
17 Quality of instruction	34 Student's rejection of his/her native culture
48 Interest in language learning	42 Strong authoritarian attitudes
24 Degree of acculturation	38 Desire for easy credit

Following the minimum normit chi square solution, each

distribution was transformed to a scale of 3 to 0. Table 14 shows the scale values and rankings by the teachers separately and then combined. The product moment correlation between the teachers' and students' ratings was .94 with a probability less than .0001.

TABLE 14
SCALE VALUES AND RANKINGS OF
TEACHERS AND STUDENTS

	Teachers (N=42)		Students (N=45)		Combined (N=87)	
Factor	Scale Values	Rank	Scale Values	Rank	Scale Values	Rank
Aptitude	1.828	3	2.732	2	2.2220	3
Motivation	3	1	3	1	3	1
Age	0.520	5	1.160	4	0.797	4
Empathy	0	6	0	6	0	6
Methodology	0.596	4	0.801	5	0.684	5
Attitude	2.275	2	2.245	3	2.278	2

Table 15 shows the rankings of teachers and students in order from most important (1) to least important (6). For both teachers and students separately, as well as for the total combined group, motivation was the most important factor, while empathy was the least important. Hypothesis 3 was rejected.

Second Language Attitude Questionnaire (SLAQ)

The SLAQ was administered to four language groups (ESL, Spanish, German, and French) to determine the extent and importance of various aspects of the learning of a second language. The questions were identical for each language group.

Several statistical tests were used to assess student interest

TABLE 15
RANKINGS OF TEACHERS AND STUDENTS

Rank	Teachers	Students	Combined
1.	Motivation	Motivation	Motivation
2.	Attitude	Aptitude	Attitude
3.	Aptitude	Attitude	Aptitude
4.	Methodology	Age	Age
5.	Age	Methodology	Methodology
6.	Empathy	Empathy	Empathy

in, the importance and utility of, and attitudes towards the learning of English as a second language, Spanish, German, and French; student satisfaction and agreement with general classroom related aspects of learning the language; outside activities and study habits relative to the separate languages. There was a total of 189 respondents divided as follows: ESL, 56; Spanish, 70; German, 17; French, 46.

Hypothesis 4: There is no significant difference among the centroids of the four language groups (ESL, Spanish, German, and French) as defined by their means on six dimensions related to the learning of a second language--interest, importance, attitudes, activities, satisfaction, and study habits.

Table 16 shows the mean score of each language group on each of the six variables measured on the SLAQ. Multivariate analysis of variance and multiple discriminant analysis were used to test the hypothesis.

The multivariate analysis of variance used to test the equality of the centroids yielded an F ratio of 11.13 with 18 and 510 degrees of freedom and a probability less than .00005. Hypothesis 4 was therefore rejected. There was a significant difference among the group centroids.

TABLE 16
MEAN SCORES OF LANGUAGE GROUPS
FOR THE SIX VARIABLES

Group	N	Interest	Importance	Attitudes	Activities	Satisfaction	Study Habits
English	56	26.0179	22.7321	85.6250	18.9286	46.7679	23.3214
Spanish	70	24.3571	20.6000	95.6143	12.3143	57.9000	23.8857
German	17	22.5882	19.1176	92.1765	11.2941	54.4706	23.1176
French	46	23.5435	19.6522	92.2609	10.9130	54.7609	23.1956
Combined	189	24.4921	20.8677	91.5291	13.8413	53.5291	23.4815

The English as a second language group was the most positive with respect to interest, importance, and activities; but the group was the most negative in their attitudes towards learning the language. The Spanish group indicated the most positive attitudes and the greatest satisfaction. The study habits for all of the groups were about the same, being only slightly better for the students of Spanish.

Because of the significance of the F ratio, multiple discriminant analysis was used to study the relative importance of the six variables in discriminating among the four language groups. The first discriminant function yielded an approximate chi square of 171.61 with 18 degrees of freedom and a probability of less than .0005. Table 17 shows the discriminant weights of the subscales.

TABLE 17
DISCRIMINANT ANALYSIS OF SUBSCALES

Variable	Standard Discriminant Weights
(1) Interests	.1859
(2) Importance	3.1032
(3) Attitudes	-19.7792
(4) Activities	44.6701
(5) Satisfaction	-24.1329
(6) Study Habits	11.8313

The variables contributing most strongly to the separation of the groups are seen to be activities, satisfaction, and attitudes. Table 18 shows the means of the four language groups on discriminant function 1. The ESL group showed the highest mean, with the French,

German, and Spanish groups clustered well below.

TABLE 18

GROUP MEANS ON DISCRIMINANT FUNCTION 1

Group	Mean
English (E)	6.005
Spanish (S)	-3.500
German (G)	-3.675
French (F)	-4.059

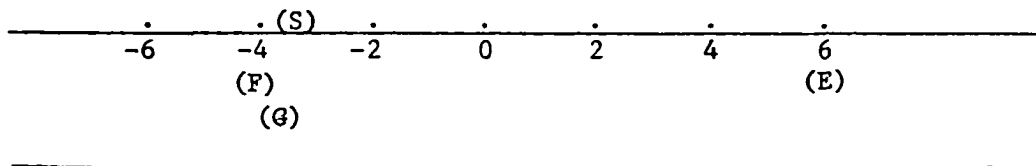


Figure 1 places the four language groups on a continuum and indicates the variables most important in separating them. The arrows indicate increasing positiveness. Only those variables whose standard weight was at least 50 percent of the maximum one were used in the interpretation.

Variable	Weight	Rank
activities	44.6701	1
satisfaction	-24.1329	2
attitudes	-19.7792	3

Fig. 1. Discriminant function of variables related to learning a second or a foreign language. The most important relative weights are shown in descending order of importance from the top.

In moving from left to right on the continuum, an increasing positiveness is shown as to activities involving the use of the language outside of the classroom. This function is the one which most significantly discriminated among the four groups, with the activities on the part of those studying English as a second language being the greatest. Satisfaction was the next most important discriminant function distinguishing the four language groups, followed closely by attitudes.

Figure 1 clearly shows that the ESL students engage in more activities outside of class involving the use of the language than do the other language groups, but they obtain less satisfaction from their language study and have less positive attitudes towards it.

Hypothesis 5: There is no significant difference in responses of the four language groups to the individual items measuring interest, importance, attitudes, activities, satisfaction, and study habits.

This hypothesis was tested by chi square analysis on each of the ninety items of the six subscales. Results of this analysis for all items are given in table 60, appendix C. Details of the analysis for all items yielding a significant chi square are given scale by scale in tables 19-55. The term "this language" as stated in each item is representative of all the language groups (English, Spanish, German, and French). The items were identical for all groups.

Interest (Part II)

Four items on this subscale in Part II yielded a significant chi square.

Item II(1b): I am studying "this language" so I can understand textbooks in "the language."

Table 19 gives the proportional frequencies of responses in each category for this item by each language group. For the data of table 19, chi square = 33.9120 with 6 degrees of freedom and a probability less than .0005. The ESL group considered this item much more important than did the other groups.

TABLE 19
PROPORTIONAL RESPONSES FOR ITEM II(1b)

Group	N	Not Important	Slightly Important	Very Important
English	54	.130	.259	.611
Spanish	67	.448	.373	.179
German	16	.375	.438	.188
French	42	.476	.310	.214
Total	179	.352	.330	.318

Item II(1c): I am studying "this language" because I was given no choice in the matter.

The proportional frequencies of responses for item II(1c) are given in table 20. For the data of table 20, chi square = 49.1927 with 6 degrees of freedom and a probability less than .0005. Students in the English group were much more in agreement with this statement, that they were studying because of no choice in the matter. For most of them the item was very important.

Item II(1e): I am studying "this language" because I want a good grade to help my grade point average.

Table 21 gives the proportional frequencies of responses in each category for this item by each language group.

For the data of table 21, chi square = 16.9046 with 6 degrees

TABLE 20

PROPORTIONAL RESPONSES FOR ITEM II(1c)

Group	N	Not Important	Slightly Important	Very Important
English	54	.278	.333	.389
Spanish	66	.818	.091	.091
German	16	.813	.188	.000
French	41	.878	.024	.098
Total	177	.667	.158	.175

TABLE 21

PROPORTIONAL RESPONSES FOR ITEM II(1e)

Group	N	Not Important	Slightly Important	Very Important
English	54	.278	.278	.444
Spanish	66	.500	.318	.182
German	16	.750	.188	.062
French	39	.487	.333	.179
Total	175	.451	.237	.251

of freedom and a probability of .010. This item was the most important to the ESL group. They were studying the language because they wanted a good grade to help their grade point average. This item was less important to the German class than to the others.

Item II(3h): I want to learn "this language" so I can read religious publications in "the language."

Table 22 gives the proportional frequencies of responses in each category for this item for each language group.

For the data of table 22, chi square = 13.8763 with 6 degrees

TABLE 22
PROPORTIONAL RESPONSES FOR ITEM II(3h)

Group	N	Not Important	Slightly Important	Very Important
English	53	.189	.340	.472
Spanish	68	.368	.382	.250
German	16	.500	.250	.250
French	44	.477	.364	.159
Total	181	.354	.354	.293

of freedom and a probability of .031. The English language group responded more positively on this item, indicating their desire to learn the language so as to be able to read religious publications.

Importance or Utility (Part III)

Seven items on this subscale yielded a significant chi square.

Item III(1): "This language" is very important in the world today.

Table 23 gives the proportional frequencies of responses in each category for this item by each language group. For the data of this table, chi square = 22.7500 with 6 degrees of freedom and a probability of .001. The ESL group responded more positively on this item followed by the Spanish, French, and German classes respectively, in their rating of the importance of the language in the world today.

Item III(2): I need to know "this language" in my course of study.

Table 24 gives the proportional frequencies of responses in

TABLE 23

PROPORTIONAL RESPONSES FOR ITEM III(1)

Group	N	Disagree	Agree	Strongly Agree
English	56	.018	.196	.786
Spanish	69	.101	.435	.464
German	17	.059	.706	.235
French	46	.087	.522	.391
Total	188	.069	.410	.521

TABLE 24

PROPORTIONAL RESPONSES FOR ITEM III(2)

Group	N	Disagree	Agree	Strongly Agree
English	56	.089	.286	.625
Spanish	69	.391	.304	.304
German	17	.353	.235	.412
French	46	.522	.217	.261
Total	188	.330	.271	.399

each category for this item by each language group.

For the data of table 24, chi square = 24.6007 with 6 degrees of freedom and a probability less than .0005. The response of the ESL group was the most positive on this item, followed by the students of German, then Spanish and French. The English language was important for the course of study.

Item III(3): I need to know "this language" to get a good job.

Table 25 gives the proportional frequencies of responses in each category for this item by each language group.

TABLE 25
PROPORTIONAL RESPONSES FOR ITEM III(3)

Group	N	Disagree	Agree	Strongly Agree
English	55	.182	.273	.545
Spanish	68	.603	.265	.132
German	16	.750	.125	.125
French	46	.696	.239	.065
Total	185	.514	.249	.238

For the data of table 25, chi square = 45.4687 with 6 degrees of freedom and a probability less than .0005.

The significant difference in this item was substantially great, the English group responding much more positively than the others. They needed to know English to get a good job.

Item III(4): "This language" is spoken by persons who are close to me.

Table 26 gives the proportional frequencies of responses in each category for this item by each language group. For the data of this table, chi square = 23.0336 with 6 degrees of freedom and a probability of .001. Both the English and Spanish language groups responded more positively than the other groups on this item. There were persons close to them who spoke the language.

Item III(8): Knowing "this language" will make me more important in my country.

Table 27 gives the proportional frequencies of responses in

TABLE 26
PROPORTIONAL RESPONSES FOR ITEM III(4)

Group	N	Disagree	Agree	Strongly Agree
English	54	.204	.407	.389
Spanish	69	.377	.290	.333
German	16	.438	.375	.188
French	46	.696	.152	.152
Total	185	.411	.297	.292

TABLE 27
PROPORTIONAL RESPONSES FOR ITEM III(8)

Group	N	Disagree	Agree	Strongly Agree
English	56	.375	.339	.286
Spanish	68	.662	.206	.132
German	17	.824	.176	.000
French	46	.652	.196	.152
Total	187	.588	.241	.171

each category for this item by each language group.

For the data of table 27, chi square = 14.3769 with 6 degrees of freedom and a probability of .026. The language students for the most part do not believe that knowing the second language will make them more important in their country. However, the English language students disagreed the least on this item.

Item III(9): Studying "this language" will help me to understand my own native language better.

Table 28 gives the proportional frequencies of responses in each category for this item by each language group.

TABLE 28
PROPORTIONAL RESPONSES FOR ITEM III(9)

Group	N	Disagree	Agree	Strongly Agree
English	56	.661	.250	.089
Spanish	69	.290	.435	.275
German	17	.176	.353	.471
French	46	.348	.457	.196
Total	188	.404	.378	.218

For the data of table 28, chi square = 23.8368 with 6 degrees of freedom and a probability of .001. German language students responded the most positively on this item, ESL students the most negatively.

Item III(10): Knowing "this language" will make me more important socially.

Table 29 gives the proportional frequencies of responses in each category for this item by each language group.

For the data of table 29, chi square = 25.8448 with 6 degrees of freedom and a probability less than .0005. The English language students felt more than the others that knowing the language would make them more important socially.

Attitudes (Part IV)

Ten items on this subscale yielded a significant chi square

Item IV(3): I like "this language" more than most other subjects.

TABLE 29
PROPORTIONAL RESPONSES FOR ITEM III(10)

Group	N	Disagree	Agree	Strongly Agree
English	54	.278	.444	.278
Spanish	68	.559	.353	.088
German	17	.882	.118	.000
French	46	.630	.326	.043
Total	185	.524	.351	.124

Table 30 gives the proportional frequencies of responses in each category for this item by each language group.

TABLE 30
PROPORTIONAL RESPONSES FOR ITEM IV(3)

Group	N	Strongly Disagree	Disagree	Agree	Strongly Agree
English	51	.314	.373	.255	.059
Spanish	69	.043	.333	.319	.304
German	17	.059	.588	.353	.000
French	45	.156	.311	.311	.222
Total	182	.148	.363	.302	.187

For the data of table 30, chi square = 26.2577 with 9 degrees of freedom and a probability of .002. The Spanish and then the French language students responded the most positively on this item. The students of English and German responded the most negatively indicating that they did not like the language more than most

other subjects. None of the students in the German class strongly agreed with this item.

Item IV(4): I would like to continue studying "this language" after the end of this quarter.

Table 31 gives the proportional frequencies of responses in each category for this item by each language group.

TABLE 31
PROPORTIONAL RESPONSES FOR ITEM IV(4)

Group	N	Strongly Disagree	Disagree	Agree	Strongly Agree
English	56	.286	.089	.339	.286
Spanish	70	.029	.100	.357	.514
German	17	.059	.059	.529	.353
French	46	.196	.109	.261	.435
Total	189	.148	.095	.344	.413

For the data of table 31, chi square = 18.4456 with 9 degrees of freedom and a probability of .030. Most of the Spanish language students strongly agreed with this item. Only 29 percent of the ESL students strongly desired to continue studying the language after the end of the quarter. Another 29 percent did not want to continue their study.

Item IV(5): "This language" gets more interesting all the time.

Table 32 gives the proportional frequencies of responses in each category for this item by each language group.

For the data of table 32, chi square = 17.1437 with 9 degrees of freedom and a probability of .046. The Spanish language group was

much more in agreement with this item than were the others. The ESL group was the least in agreement.

TABLE 32
PROPORTIONAL RESPONSES FOR ITEM IV(5)

Group	N	Strongly Disagree	Disagree	Agree	Strongly Agree
English	56	.161	.375	.304	.161
Spanish	70	.029	.214	.357	.400
German	17	.059	.294	.471	.176
French	45	.178	.200	.422	.200
Total	188	.106	.266	.367	.261

Item IV(S): I really don't need to learn "this language" for my career.

Table 33 gives the proportional frequencies of responses in each category for this item by each language group.

TABLE 33
PROPORTIONAL RESPONSES FOR ITEM IV(8)

Group	N	Strongly Disagree	Disagree	Agree	Strongly Agree
English	55	.473	.291	.200	.036
Spanish	70	.214	.229	.386	.171
German	17	.118	.294	.294	.294
French	46	.174	.261	.413	.152
Total	188	.271	.261	.330	.138

For the data of table 33, chi square = 20.0459 with 9 degrees

of freedom and a probability of .018. The ESL group most strongly disagreed with this item.

Item IV(10): I think that everyone should learn "this language."

Table 34 gives the proportional frequencies of responses in each category for this item by each language group.

TABLE 34
PROPORTIONAL RESPONSES FOR ITEM IV(10)

Group	N	Strongly Disagree	Disagree	Agree	Strongly Agree
English	56	.196	.250	.304	.250
Spanish	70	.186	.486	.257	.071
German	16	.375	.625	.000	.000
French	45	.311	.511	.133	.044
Total	187	.235	.433	.219	.112

For the data of table 34 chi square = 24.7099 with 9 degrees of freedom and a probability of .003. The ESL group responded the most positively on this item. They felt that everyone should learn the language.

Item IV(27): I wish I had more time to study "this language."

Table 35 gives the proportional frequencies of responses in each category for this item by each language group.

For the data of table 35, chi square = 19.1663 with 9 degrees of freedom and a probability of .024. The German language students responded the most positively on this item, followed respectively by the Spanish, French, and English language groups.

TABLE 35

PROPORTIONAL RESPONSES FOR ITEM IV(27)

Group	N	Strongly Disagree	Disagree	Agree	Strongly Agree
English	55	.055	.327	.418	.200
Spanish	69	.043	.101	.420	.435
German	17	.000	.059	.235	.706
French	46	.043	.174	.478	.304
Total	187	.043	.182	.417	.358

Item IV(30): I want to continue studying "this language" next quarter.

Table 36 gives the proportional frequencies of responses in each category for this item by each language group.

TABLE 36

PROPORTIONAL RESPONSES FOR ITEM IV(30)

Group	N	Strongly Disagree	Disagree	Agree	Strongly Agree
English	55	.309	.182	.291	.218
Spanish	69	.072	.058	.333	.536
German	17	.059	.176	.353	.412
French	46	.087	.174	.283	.457
Total	187	.144	.134	.310	.412

For the data of table 36, chi square = 22.7542 with 9 degrees of freedom and a probability of .007. Spanish language students indicated the most positively that they wanted to continue studying the language the following quarter. German and French language

students were about equal in their desires to continue their language study. Slightly more than one half of the English language students wished to continue studying the language the following quarter. The rest did not wish to do so.

Item IV(39): Studying "this language" takes too much of my time.

Table 37 gives the proportional frequencies of responses in each category for this item by each language group.

TABLE 37
PROPORTIONAL RESPONSES FOR ITEM IV(39)

Group	N	Strongly Disagree	Disagree	Agree	Strongly Agree
English	56	.232	.321	.250	.186
Spanish	70	.257	.614	.086	.043
German	17	.176	.647	.118	.059
French	46	.304	.522	.087	.087
Total	189	.254	.508	.138	.101

For the data of table 37, chi square = 17.6513 with 9 degrees of freedom and a probability of .039. More ESL students than the others agreed that studying the language took too much of their time, but over 50 percent of them disagreed with this item.

Item IV(43): Studying "this language" costs me too much money.

Table 38 gives the proportional frequencies of responses in each category for this item by each language group.

For the data of table 38, chi square = 80.2757 with 9 degrees of freedom and a probability less than .0005. The English language

group felt much more than the other groups that the study of the language cost them too much money.

TABLE 38
PROPORTIONAL RESPONSES FOR ITEM IV(43)

Group	N	Strongly Disagree	Disagree	Agree	Strongly Agree
English	55	.145	.091	.255	.509
Spanish	69	.522	.391	.072	.014
German	17	.588	.294	.118	.000
French	46	.587	.239	.130	.043
Total	187	.433	.257	.144	.166

Item IV(46): Learning "this language" is fun.

Table 39 gives the proportional frequencies of responses in each category for this item by each language group.

TABLE 39
PROPORTIONAL RESPONSES FOR ITEM IV(46)

Group	N	Strongly Disagree	Disagree	Agree	Strongly Agree
English	55	.145	.364	.327	.164
Spanish	70	.014	.071	.471	.443
German	17	.059	.294	.294	.353
French	46	.152	.130	.370	.348
Total	188	.090	.191	.388	.330

For the data of table 39, chi square = 27.7836 with 9 degrees of freedom and a probability of .001. The Spanish language group

agreed most with this item, that learning the language is fun. The English language group agreed the least.

Activities (Part V)

All of the items on this subscale yielded a significant chi square. They concerned the extent to which various activities were performed in the particular language. The items are as follows:

1. Read books, newspapers, or magazines in "this language"
2. Listen to radio programs in "this language"
3. Watch TV programs in "this language"
4. Watch movies in "this language"
5. Talk with people who speak "this language"
6. Visit a country where "this language" is spoken
7. Write letters in "this language"
8. Attend church services in "this language"

For all of the items in this subscale, the English language group responded the most positively. The complete chi-square analysis for this section is given in table 60, appendix C, questions 1/22-1/29, items V(1)-V(8).

Satisfaction with Aspects of Learning (Part VI)

Item VI(A1): Textbooks you are using for the class.

Table 40 gives the proportional frequencies of responses in each category for this item by each language group. For the data of this table, chi square = 27.1733 with 9 degrees of freedom and a probability of .001.

The German language students gave more responses in the "very satisfied" category on this item while the others responded

more frequently in the "fairly satisfied" category.

TABLE 40
PROPORTIONAL RESPONSES FOR ITEM VI(A1)

Group	N	Very Dissatisfied	Dissatisfied	Fairly Satisfied	Very Satisfied
English	54	.093	.148	.519	.241
Spanish	69	.000	.014	.580	.406
German	16	.062	.313	.188	.438
French	46	.109	.196	.587	.109
Total	185	.059	.124	.530	.286

Item VI(A2): Classroom activities

Table 41 gives the proportional frequencies of responses in each category for this item by each language group.

TABLE 41
PROPORTIONAL RESPONSES FOR ITEM VI(A2)

Group	N	Very Dissatisfied	Dissatisfied	Fairly Satisfied	Very Satisfied
English	54	.222	.278	.444	.056
Spanish	69	.000	.087	.449	.464
German	16	.125	.188	.500	.188
French	46	.087	.348	.413	.152
Total	185	.097	.216	.443	.243

For the data of table 41, chi square = 43.0036 with 9 degrees of freedom and a probability less than .0005. The Spanish language students were the most satisfied with their classroom activities. The ESL students were the least satisfied.

Item VI(A3): Skills taught in the course

Table 42 gives the proportional frequencies of responses in each category for this item by each language group. For the data of this table, chi square = 49.4661 with 9 degrees of freedom and a probability of less than .0005. The response of the Spanish language group was the most positive on this item. The English language group was the most dissatisfied with the skills taught in the course.

TABLE 42
PROPORTIONAL RESPONSES FOR ITEM VI(A3)

Group	N	Very Dissatisfied	Dissatisfied	Fairly Satisfied	Very Satisfied
English	52	.115	.442	.365	.077
Spanish	68	.000	.029	.471	.500
German	16	.000	.188	.438	.375
French	46	.087	.348	.435	.130
Total	182	.055	.242	.429	.275

Item VI(A4): The language laboratory.

Table 43 gives the proportional frequencies of responses in each category for this item by each language group. For the data of this table, chi square = 17.3074 with 9 degrees of freedom and a probability of .044. The Spanish language group responded the most positively. The ESL group was the most dissatisfied with the language laboratory.

Item VI(A6): Opportunities you have to practice the language.

Table 44 gives the proportional frequencies of responses.

TABLE 43
PROPORTIONAL RESPONSES FOR ITEM VI(A4)

Group	N	Very Dissatisfied	Dissatisfied	Fairly Satisfied	Very Satisfied
English	49	.429	.204	.306	.061
Spanish	52	.115	.212	.462	.212
German	17	.118	.294	.412	.176
French	46	.261	.304	.391	.043
Total	164	.250	.244	.390	.116

Chi square = 22.1700 with 9 degrees of freedom and a probability of .008. The English and then the Spanish language groups were the most satisfied with their opportunities to practice the language.

TABLE 44
PROPORTIONAL RESPONSES FOR ITEM VI(A6)

Group	N	Very Dissatisfied	Dissatisfied	Fairly Satisfied	Very Satisfied
English	54	.130	.148	.444	.278
Spanish	68	.074	.338	.441	.147
German	16	.250	.438	.250	.062
French	46	.261	.435	.239	.065
Total	184	.152	.315	.375	.158

Item VI(A10): The teacher's personality.

Table 45 gives the proportional frequencies of responses in each category for this item by each language group. For the data of this table, chi square = 26.2994 with 9 degrees of freedom and a probability of .002. The Spanish language group was the most

TABLE 45
PROPORTIONAL RESPONSES FOR ITEM VI(A10)

Group	N	Very Dissatisfied	Dissatisfied	Fairly Satisfied	Very Satisfied
English	54	.130	.167	.389	.315
Spanish	67	.000	.030	.224	.746
German	17	.000	.235	.235	.529
French	46	.087	.043	.326	.543
Total	184	.060	.092	.299	.549

satisfied with the teacher's personality.

Item VI(A11): The teacher's willingness to help you.

Table 46 gives the proportional frequencies of responses in each category for this item by each language group. For the data of this table, chi square = 21.3242 with 9 degrees of freedom and a probability of .011.

TABLE 46
PROPORTIONAL RESPONSES FOR ITEM VI(A11)

Group	N	Very Dissatisfied	Dissatisfied	Fairly Satisfied	Very Satisfied
English	53	.132	.189	.302	.377
Spanish	69	.000	.029	.304	.667
German	16	.000	.062	.313	.625
French	46	.022	.065	.326	.587
Total	184	.043	.087	.310	.560

Most of the Spanish, German, and French language students were very satisfied with the teacher's willingness to help. A

little more than one third of the ESL students were very satisfied. Nearly one third were dissatisfied.

Item VI(A12): The attitudes of your classmates.

Table 47 gives the proportional frequencies of responses in each category for this item by each language group.

TABLE 47
PROPORTIONAL RESPONSES FOR ITEM VI(A12)

Group	N	Very Dissatisfied	Dissatisfied	Fairly Satisfied	Very Satisfied
English	53	.132	.189	.491	.189
Spanish	68	.000	.029	.544	.426
German	17	.059	.118	.529	.294
French	46	.022	.089	.556	.333
Total	183	.049	.098	.530	.322

For the data of table 47, chi square = 19.2897 with 9 degrees of freedom and a probability of .023. The Spanish language group was the most satisfied with attitudes of their classmates, followed by the French, German, and English language groups respectively.

Item VI(B1): The teacher places too much emphasis on speaking correctly.

Table 48 gives the proportional frequencies of responses in each category for this item by each language group. For the data of this table, chi square = 26.3219 with 9 degrees of freedom and a probability of .002. The English language students were the strongest in agreement with this item. They felt that the teacher placed too much emphasis on speaking correctly.

TABLE 48

PROPORTIONAL RESPONSES FOR ITEM VI(B1)

Group	N	Strongly Disagree	Disagree	Agree	Strongly Agree
English	54	.111	.333	.333	.222
Spanish	70	.257	.514	.171	.057
German	17	.118	.765	.118	.000
French	46	.217	.652	.065	.065
Total	187	.193	.519	.187	.102

Item VI(B4): The class should be organized in a different way.

Table 49 gives the proportional frequencies of responses in each category for this item by each language group.

TABLE 49

PROPORTIONAL RESPONSES FOR ITEM VI(B4)

Group	N	Strongly Disagree	Disagree	Agree	Strongly Agree
English	53	.000	.208	.415	.377
Spanish	69	.101	.667	.145	.087
German	16	.000	.500	.438	.062
French	46	.065	.478	.326	.130
Total	184	.054	.473	.293	.179

For the data of table 49 chi square = 38.6199 with 9 degrees of freedom and a probability less than .0005. The English language group felt the most strongly that the class should be organized differently.

Item VI(B10): Some things in the culture are not as good as I had thought they were.

Table 50 gives the proportional frequencies of responses in each category for this item by each language group.

TABLE 50
PROPORTIONAL RESPONSES FOR ITEM VI(B10)

Group	N	Strongly Disagree	Disagree	Agree	Strongly Agree
English	52	.096	.212	.442	.250
Spanish	67	.164	.463	.313	.060
German	16	.250	.688	.062	.000
French	45	.222	.400	.333	.044
Total	180	.167	.394	.333	.106

For the data of table 50, chi square = 25.4435 with 9 degrees of freedom and a probability of .003. Students in the English language group were more in agreement with this item than the others.

Item VI(B11): This--referring to Item VI(B10)--bothers me and makes me worry.

Table 51 gives the proportional frequencies of responses to each category for this item by each language group. For the data of this table, chi square = 57.6035 with 9 degrees of freedom and a probability less than .0005. The German and French language groups showed no negative responses for this item. The ESL group was more in agreement with this item than the others. There were some things in the culture that bothered them and caused them to worry.

Item VI(B12): Knowing this--referring to Item VI(B10)--interferes with my progress.

TABLE 51
PROPORTIONAL RESPONSES FOR ITEM VI(B11)

Group	N	Strongly Disagree	Disagree	Agree	Strongly Agree
English	53	.113	.434	.358	.094
Spanish	66	.530	.424	.015	.030
German	15	.667	.333	.000	.000
French	44	.636	.364	.000	.000
Total	178	.444	.404	.112	.039

Table 52 gives the proportional frequencies of responses to each category for this item by each language group.

TABLE 52
PROPORTIONAL RESPONSES FOR ITEM VI(B12)

Group	N	Strongly Disagree	Disagree	Agree	Strongly Agree
English	51	.216	.490	.255	.039
Spanish	66	.545	.424	.015	.015
German	15	.667	.333	.000	.000
French	44	.659	.318	.000	.023
Total	176	.489	.409	.080	.023

For the data of table 52, chi square = 35.2656 with 9 degrees of freedom and a probability less than .0005. The majority of the German, French, and Spanish language students strongly disagreed with this item. Almost 30 percent of the English language students felt that knowing unpleasant things about the culture interfered with their progress.

Study Habits (Part VII)

Three items of the subscale in part VII yielded a significant chi square.

Item VII(5): I find studying "this language"

- a. not interesting at all
- b. no more interesting than most subjects
- c. very interesting

This item was significant with a chi square of 16.4008. There were 6 degrees of freedom and a probability of .012. Table 53 gives the proportional frequencies of responses to each category for item 5 by each language group.

TABLE 53
PROPORTIONAL RESPONSES FOR ITEM VII(5)

Group	N	Not Interesting	No More Interesting Than Most Subjects	Very Interesting
English	56	.143	.429	.429
Spanish	70	.000	.243	.757
German	16	.188	.375	.438
French	46	.109	.370	.522
Total	188	.085	.340	.574

On this item response of the Spanish language group was the most positive, followed by the French. The proportion of the English language students who found their language study very interesting was about the same as that of the German language students, although a few more German language students than English language indicated that studying the language was not interesting at all. Fifty-seven percent of the three groups combined found the study of the language

very interesting while 34 percent indicated that it was no more interesting than most subjects. Only 14 percent of the ESL group found the language study not interesting at all.

Item VII(6): Compared to the other persons in my class, I think that I

- a. do less studying than most of them
- b. study about as much as most of them
- c. do more studying than most of them

Item VII(6) yielded a significant chi square of 12.9500 with 6 degrees of freedom and a probability of .044. Table 54 gives the proportional frequencies of responses to each category for this item by each language group.

TABLE 54
PROPORTIONAL RESPONSES FOR ITEM VII(6)

Group	N	Less Studying	As Much Studying	More Studying
English	56	.304	.393	.304
Spanish	69	.362	.565	.072
German	17	.412	.529	.059
French	45	.311	.578	.111
Total	187	.337	.513	.150

Compared to the other members in their classes, most of the students in all of the language groups felt that they studied about as much as the other members of the class. The proportions of the ESL students studying more and those studying less than the other members were equal.

Item VII(10): Place a check mark anywhere along the line below to indicate how much you like "the language" class compared to all your other courses.

was an open response item giving the respondent the opportunity to make comments about the study of the specific language and the language class. Representative responses included the following:

English as a Second Language (ESL) Students

1. The classes should be more concentrated.
2. Students should not be forced to take the English class.
3. I prefer to be in a much smaller class. (Note: ESL classes were relatively small).
4. I have learned some things very important to me.
5. The English course costs too much money.
6. We should not be treated like kids.
7. The class could be more interesting.
8. I enjoy the class very much.
9. The classes should be stepping stones rather than stumbling blocks.
10. I would like to see a stronger program in the English class.
11. I want the teachers to teach more practical things and help the students to study other subjects in the major fields.
12. We need to learn more vocabulary and to practice our writing.
13. They (the teachers) should ask the students what their interests are.
14. We should have visual programs.
15. Some students interrupt the teacher so often by asking elementary questions.
16. The laboratory should not be obligatory.
17. I really like to study English, but I don't want to stay in the same class for more than one quarter because I have so many required subjects, and I have to take English

from 8:30 to 12:20 every day. . . . I can learn English from my other subjects, too.

18. I really enjoy the writing and grammar classes. They have helped me a lot.

19. We lost too much time; therefore, we lost money.

20. I would like to know more grammar, how to compose, how to write, etc.

21. We have too much grammar.

22. We don't have class movies.

23. I personally appreciate the plans the director of the program has for us (the foreign students) to learn the language.

24. I love English. That's why I decided to come to an English speaking country. Nevertheless, I would like classes with more useful material taught on a university level (not as simple as they are).

25. We need less conversation and more writing.

Spanish Language Students

1. I do enjoy the class at times and wish I had more time to study.

2. I often wish the teacher would stick with the lesson instead of going off on tangents.

3. I don't dislike the language at all. I just don't have enough time.

4. More classroom time should be spent going over skills taught in the textbook.

5. Spanish is fun and easy to learn. The teacher helps a lot.

6. We do fun things in class and in lab.

7. The class is interesting and valuable.

8. We need feedback via returned homework and tests.

9. There are too many labs.

10. Since 8 or 9 million people speak Spanish in the United States today, most people should learn it.

11. I am very satisfied with the way we take time to learn of Spanish customs, prayer, scriptures, and songs in Spanish.

12. I find the teacher very willing to help.

13. The Spanish classes are very interesting because of the great effort of my professor.

14. I wish there were more opportunities to talk and converse in class--real conversations.

15. If you are going to learn a language, you should learn to speak it right. If no emphasis is placed on correct pronunciation, no one who speaks that language will be able to understand you.

16. Everyone is very helpful.

17. Extra things are learned--words, phrases, culture.

18. We need to have more conversationally related labs.

19. The opportunity for learning and speaking Spanish is fantastic here because of all the Latin students.

20. The teacher and lab instructors are very well versed in both languages (English and Spanish). They are more than willing to help a student out.

21. I wish we practiced speaking and creative writing more.

22. I wish the class were a little bit harder.

23. Spanish helps me understand English better. While I'll be glad to finish studying it, I'll always continue to speak it.

24. I like the way our class is conducted and the way we help each other to learn.

25. Learning Spanish will open up a whole new world to me.

26. If we could find the time, I think the students should be allowed to direct the class sometimes, not necessarily sticking to the textbook.

27. There should be more conversation in the elementary and intermediate classes or students can become quite lost in

the upper division classes such as literature and composition where Spanish is spoken most of the time.

28. I like the informality.

29. Studying Spanish is always challenging.

30. The program we have at Andrews is quite good. I think, however, that there should be some more advanced courses for those of us who know the language already.

31. I really like Spanish.

32. In spite of the fact that I know Spanish already, I have learned a lot more. There is always something to learn.

33. Spanish is the first foreign language class I have taken, and I enjoy it.

34. I like the group cooperation.

35. I enjoy studying Spanish and want to learn more of it. I have many close friends who speak the language.

36. The class is very good.

37. The class is interesting most of the time, but sometimes I get bored.

38. Studying Spanish is fun even though sometimes it is confusing since English is my native language.

39. It is a lot of fun, but we don't go fast enough.

40. The Spanish class is fun and I have learned a great deal, but don't tell my teacher that.

41. Spanish is interesting and a fun language to learn.

German Language Students

1. Going through the grammatical review without a requirement to know it all thoroughly would be a big help rather than skipping it entirely.

2. I am dissatisfied with the teacher's use of German before we can understand it.

3. I am very dissatisfied with the time of the laboratory.

4. Most of the students are silly.

5. German is fun .
6. I have enjoyed the study of German up till now. I hope the classes continue to be as good as they have been.
7. The study of German and the German language classes are challenging and help me to understand the world around me.
8. Studying German broadens my span of thinking.
9. I could learn to speak the language fairly well without even going to a German speaking country.
10. One should have a goal to learn the language correctly and be able to practice it for a while in a German speaking country.
11. Reorganize the whole Modern Language Department so that a more effective language program will be devised.
12. More time should be spent speaking. Perhaps meeting the class three times a week is not enough.
13. I wouldn't mind the German class if it were presented in an appealing, enjoyable way that could meet each of the students at the level at which they are .
14. What we really need is a vocabulary list to learn new words.
15. We need more discussion of our assignments in class.
16. The class could be presented differently. At the same time, the free atmosphere in the class is also very good .
17. Don't assume we know so much .
18. We need a textbook.

French Language Students

1. I enjoy the class very much but would like to be better prepared on a conversational basis.
2. I am dissatisfied with the practical side of applying the language to everyday incidents that one would meet .
3. I am really enjoying it .
4. I wish we had more study of actual sentence structure.

5. I wish we had more time in class to go through the book and over the assignments.
6. It seems as if there should be more participation, such as having students talk French not just reading it. This would help keep what we have learned refreshed.
7. I think that everyone should take a language class.
8. The lab is a waste of time.
9. I don't like contradictions pointed to the teacher by a student.
10. French can be a valuable tool in bettering spelling skills in all languages.
11. We need more time for further instruction.
12. I wish the French Cultural Perspectives class were taught every quarter.
13. I wish the Modern Language Department would offer a French conversational course for beginners with extra instruction in correct pronunciation and any help we may need on homework.
14. We do not have enough practice.
15. I don't think anyone can truly learn a foreign language in a classroom. You must live with and in it. I think it should be more of an introductory language/culture class with only one year required for a B.A.
16. A conversational program needs to be set up.
17. Learning grammar is fine, but we need a greater opportunity to use the language.
18. I do not like French and don't spend enough time studying it.
19. I think more emphasis should be put on pronunciation.
20. The teacher should teach us in English, so we can understand directions.
21. I really enjoy learning French and would like to learn another foreign language later on.
22. I would like to see more reading as in C'est la Vie.

23. I think my teacher makes his class very interesting and helps us a lot. He does a good job.

24. We should do more fun things like singing songs in the language and seeing movies which depict the people and culture.

25. Some students in the class are not up to par which tends to pull the rest down or allow them to stay at a standstill.

26. There should be more conversation between students.

27. The study of French can be productive and helpful. I wish there were more opportunity for practical use.

28. Having a native speaker as a teacher is very satisfying. This helps with correct pronunciation.

29. We could use more explanation. I don't fully understand the grammar the first time we go through it in class.

30. The study of French and the language classes broaden one's experience and appreciation of one's own language and culture and helps in understanding of the world--not just where I live.

31. We need more practice in conversation.

32. I like the friendly atmosphere.

33. I wish I had more time to devote to learning French, but school is too hectic to do justice to any language.

34. The class is much too repetitious. There is no room for spontaneity.

35. French will be an integral part of my future career in Canada.

36. We should speak more, learn to converse, rather than put so much emphasis on grammar, conjugations, etc.

37. French was fun.

Free-response Items on the Factor Rating List

On the Factor Rating List teachers and students were asked to list, classify, and rate any additional factors which they felt

should have been included among the factors on the scale. Using the same categories as those presented on the FRL, the teachers listed, classified, and rated twenty-two additional factors. The results are given in table 56. The numbers in the table in the classification column represent the three categories:

1. Primarily psycho-social or socio-cultural
2. Primarily related to aptitude
3. Not primarily psycho-social or socio-cultural nor related to aptitude but more related to such categories as age and method of instruction.

The rating column gives the importance of the factor on a scale from 1 (unimportant) to 5 (extremely important). The teachers rated the majority of the additional factors as extremely important. Over half of the factors were considered to be primarily psycho-social or socio-cultural in nature.

The students listed, classified, and rated twenty-six additional factors. Table 57 shows these additional factors, along with their classifications and ratings. All of the factors added by students were considered important or extremely important. Most of them related to psycho-socio-cultural concerns or methodology.

Some of the additional factors are the same in both lists. However, the classifications and ratings may be different.

Concerns or Suggestions of Teachers

The respondents were also asked to write any concerns or suggestions about the learning of a second or a foreign language at Andrews University and/or to give any additional comments about second language learning in general. Representative responses

TABLE 56

ADDITIONAL FACTORS BY TEACHERS

Factor	Classification	Rating
Missionary outreach	1	4
Training for advanced studies	3	4
Individualized instruction	3	4
Dynamic native teachers	3	5
Effective audio-visual aids and facilities	3	5
Kind of professions	3	3
Religious factors, churches	3	3
Missionary ideals	3	3
Kind of schools	1	3
Spectacles and diversions	1	4
Success in previous language learning	2	5
Teacher's personality: friendly/ authoritarian	3	5
Time of day	1	5
Personality of teacher	1	5
Monetary expense	1	3
Rigidity of learning style	1	5
Fear of being laughed at by classmates	1	5
Fear of being censured by teacher	1	4
Enthusiasm of teacher	1	5
Teacher's personal interest in student	1	5
Reading of target language literature	1	4
Correspondence in target language	1	4

by teachers included the following:

1. Andrews University is a natural place, because of its international population, for a strong program of teaching English as a second language. On the other hand, the three main foreign languages should be taught at the academy level. AU should be a model, from all points of view.

2. We need equipment, audiovisual aids, and to increase the library.

3. The intensive course offered at Andrews (ILTCOP) in Spanish, French and Portuguese is bringing good results. It would be nice to have it not just for the missionaries, but also for those who are interested in a foreign language.

4. English could be taught with greater facility in a

TABLE 57

ADDITIONAL FACTORS BY STUDENTS

Factor	Classification	Rating
Use of the second language for a college degree	2	5
Pressure from teacher to learn the language they consider to be extremely important in order to be qualified as another target language speaker	1	NR*
Pressure from the Financial Aids Department to get good grades in order to be eligible for grants	3	NR*
Primary communication in target language	1	4
The relaxing attitude of teacher	3	4
A relaxing learning attitude	3	4
Willingness to understand the culture of target language	1	5
Actually residing where the target language is spoken	3	5
Lack of fear in speaking the language regardless of mistakes (learning by practice)	3	5
Strong motivation	1	5
Fear of being censured by teacher	1	5
Fear of being laughed at by classmates	1	4
Concentration in classes	1	5
Textbook and facts given in classes	1	5
Student's involvement with the language	1	4
Audio-visual materials	3	4
Individual education	3	4
Lab experiences	3	4
Pronunciation and accent	3	4
More practice in laboratory	3	5
Lab equipment	3	4
Field trip to know more about USA history	2	5
Reception of student communication	1	1
Motivational factors (special interest)	1	5
Teacher's encouragement	3	5
Oral conversation in the school/home	3	5

NOTE: *NR = not rated

much shorter span of time. Techniques used by army personnel, foreign attache groups, and immigrants can be incorporated into the methodology and approach of teaching English.

5. In ESL classes many students felt they have been forced to take a class they think they do not need. I think they need English, but I wish to see some kind of orientation and explanation given to the foreign student prior to registration. If he can be made to see from the start why he needs English, perhaps there would be less hostility in the classroom. Maybe the students would be better motivated. A person's language is as dear to him as his nose, and nobody wants to be told his nose is bad. This is a delicate matter, and we must approach the problem with much care, concern, and consideration.

6. I would like to suggest that a course in English as a second language be made a requirement for all students at the graduate level. I am thinking of a course to strengthen the literary ability of students (from a teacher-student).

7. Everyone, whether art student or science student should learn a second language (1) for missionary purposes and (2) for appreciation.

8. I taught English in an English-medium school in _____. There English is the key to success in any professional field and the passport out of _____. Motivation was high. . . . By end of high school some students sailed through government English tests, but flunked their (native language) test.

9. Facility and mastery of a foreign language develops in proportion to exposure and experience with the culture and way of life of the target language. Intensive instruction must not exceed too far ahead of experience.

10. The learner will do better if he associates with those speaking the target language rather than seek the company of those speaking the mother tongue.

11. Our program for learning English needs to be looked at carefully. Perhaps our standards are unrealistic when a student can get A's and B's in other classes, but cannot pass the proficiency exam so he/she can take Freshman Composition. Certainly a great deal of hostility and negative feelings exist among foreign students over this issue. On the other side, it is difficult and annoying to other teachers to try to cope with students who cannot understand enough English to function academically. Teachers cannot be expected to give separate instruction for each foreign

student. It is a knotty problem which needs to be investigated carefully. These comments are based on personal experience with AU students.

12. It was very difficult to rank the components of learning a foreign language. They all seemed to be important and indispensable at once.

13. In my opinion, the second language should begin in the elementary grades. That's when it should be taught for conversation. Then it should be continued into the upper grades for reading, writing, and perfecting it. The younger the child is, the easier it is for him to learn new pronunciation.

14. Teachers should seek for a good textbook, complete but short, in order to have more time for practical conversation. Students should study their daily lessons every day and do the assignments.

15. Most important is a desire to learn--motivation. A person learns best when in the environment where all he hears and sees and feels, eats, touches is done in the target language. But he must also have instruction and study with one who can correct his written work to learn. One learns best by writing, speaking, and hearing the language correctly--and in movement. One should write and say aloud what he is writing. If he can write it correctly, he knows it. Reading is helpful for understanding the written word, but writing is absolutely necessary for speaking the language. One cannot learn to speak the language correctly if he does not learn to write it correctly.

Concerns or Suggestions of Students

Representative responses by the students of second languages included the following:

1. I would rather take the English course than take a lot of math and science.

2. I believe that the state exams should be reflective of the material that was discussed in the classroom.

3. The English Language Institute should be separate from the English Department. Then, the atmosphere in the building and classroom would be better. Also, the equipment is not enough for improving the students. I think that the teachers are able enough to help foreign students learn English, but since they don't have the equipment, time, etc., they do

whatever is possible for them to do, the best.

4. It is quite interesting how those of us who come from British English areas have to relearn American English and American spelling.

5. Stimulus is needed to motivate, yet there must be an established purpose of learning the language. Without a definite purpose, the motivation faints away and gets nowhere.

6. The foreign language class is not intensive enough to really learn a language unless great motivation and/or aptitude are present.

7. I think every method needs to be adapted to the student's cultural background and needs to have more motivation.

8. They should capitalize more on the opportunity the students have to practice among the foreign colony here at Andrews and the Spanish church as well as other Sabbath School classes.

9. One that is learning should be invited to his instructor's place for a visit. That's very important.

10. More time should be devoted to the practical side, i.e., the speaking aspect, rather than reading or translation.

11. The teachers seem better prepared to teach the literature and culture which the language they teach expresses, than the language itself.

12. It is indispensable to have much more opportunity to practice the second language other than English.

13. I would suggest that students of second languages be required to tell short stories to their classes, that teachers should arrange for them to enact simple plays which will help them in their pronunciation and sentence patterns. If such can be arranged so that at least a small group other than their own class can watch them, this will motivate them to improve in their pronunciation, etc.

14. Let students be allowed to join different levels even in the middle of a term if they make good progress.

15. In the language departments the University should use teachers who are specialists in teaching languages,

that is, teachers who have taken special courses in how to teach a second language.

16. Some foreign students have commented that in the English classes for foreign students too much emphasis is placed on instruction in formal grammar and technical terminology. They feel that not enough emphasis is placed on conversational learning and increasing the student's practical vocabulary.

17. I am personally grateful for what I have learned here in Andrews University concerning my second language.

18. Communication between student and teacher can make the language course more successful and effective.

19. I believe that some knowledge from the teacher of the interest of the student will help the former to modify and specialize his or her objectives and methods of instruction, eventually helping this interest to become a reality.

20. Up-to-date material is desperately needed--words and phrases commonly used.

21. Feedback is very necessary. There is nothing more important than knowing what and where your weak points are.

22. In learning French (elementary) here at AU, I have been disappointed in the textbook that I have had to use. The instructions and the grammar explanation are entirely in French. While I realize it is good to use as much of the target language as possible, there is such a thing as understanding what is being explained in my own language, too!

23. The . . . language lab is practically a waste of time since there is no quiz given to test in any way what we are listening to. There should be some kind of motivation to listen in lab. This is unfortunate but it seems to be a fact of life that a prod of some kind is often needed to maintain a sufficient attentive attitude.

24. The one French class which I took was well taught and included much conversational French, with enough attention paid to learning pronunciation, vocabulary as well as translation. I thoroughly enjoyed this class.

25. The fact that students studying French, Spanish, and German have a chance to study these languages in our institutions abroad is a definite asset to the modern language program.

Free-response Items during Interviews

The interviews yielded a number of the same general, free responses as did the questionnaire and the rating list. There was much mind searching for answers during the interviews as to the causes of and the possible solutions to some of the problems related to the learning of a second language.

Interviewees, in general, felt the need for empathy, patience, understanding of them and their culture. They wanted class routines that are functional and practical for the foreigner, more opportunities for interaction between student and teacher, especially outside of class, and more realistic time schedules. They also desired more recognition of their talents and potentialities, and an atmosphere of cordiality and acceptance.

Although some of the foreign interviewees had sometimes been disappointed with some American cultural perspectives and practices, they were grateful for the opportunity of studying at Andrews, for the insight they had received, and for their unique language experiences. They felt that more orientation prior to class time and more native-foreigner interchange would bring greater understanding, more closeness, and more acceptance of likenesses and differences. They further felt that all of these things ultimately affect the learning of a second language and that all of them are very necessary in so cosmopolitan a university as Andrews University.

Some admit that they do not always apply themselves to the fullest, that sometimes there is a lack of effort on their part to effect understanding and acceptance, especially when they choose to remain within their own closed community of like mother language

speakers. Often fear of participation and the discomfort of possible rejection by the target community may lead to unwarranted and unnecessary isolation. There must be mutual understanding, mutual give and take, mutual respect, and mutual acceptance.

Successful second language learning depends upon many things. Above all, there must be high motivation, energetic determination, constant perseverance, and a willingness to put forth all effort necessary to reach whatever is the ultimate goal in the language learning process--whether of understanding, speaking, reading, or writing the target language, each in varying degrees, or a combination of all these skills together. As one second language student who understood, spoke, read, or had studied some six different languages (including both modern and Biblical languages) and whose own native language was English, summarized:

Learning a second language is not easy work. The student must be highly motivated and willing to expend much energy and determination. The teacher must also present classwork in such a way as to interest and inspire the students and help them to see relevance to what they learn, and also consistent progress. A person with average intelligence but high drive and desire will master the language much faster than one with high intelligence but a lackadaisical attitude.

Summary

This chapter presented the findings from the analyses of the data collected from the interviews, the Second Language Attitude Questionnaire, and the Factor Rating List. There were four sections. The first section presented demographic data concerning the respondents. Section two gave the findings for the Language Attitude Questionnaire. Section three presented the findings for the Factor

Rating List. Section four summarized the free-response items from the two instruments used in the study and from the personal interviews.

The basis for accepting or rejecting each hypothesis was also presented along with tables and illustrations supporting the decisions.

CHAPTER V

SUMMARY, DISCUSSION OF FINDINGS, CONCLUSIONS AND IMPLICATIONS

Introduction

This chapter summarizes the study, giving the purpose, the hypotheses, a brief description of the instruments, and the methods of statistical analysis. It also includes a discussion of the findings, the conclusions, and the implications of the study.

Summary of the Study

The purpose of this study was to classify, rate, and rank factors related to the learning of a second language; to compare these classifications, ratings, and rankings by teachers and students of a second language; and to compare language backgrounds, interests, attitudes, activities, problems and concerns, and study habits of students learning English as a second language, Spanish, German, and French.

The Review of Literature focused on three main areas to give an overall view of factors related to learning a second/foreign language: (1) Second Language Learning and Teaching, (2) Bilingualism, and (3) Counseling.

Five null hypotheses were statistically tested. They were:

1. There is no significant difference in the classifications

by teachers and students of a second language of certain factors related to the learning of a second or a foreign language

2. There is no significant correlation between the ratings by teachers and students of a second language of certain factors related to the learning of a second or a foreign language

3. There is no significant correlation between the rankings by teachers and students of a second language of the broad categories of aptitude, motivation, age, empathy, methodology and attitude, as related to the learning of a second or a foreign language

4. There is no significant difference among the centroids of the four language groups (ESL, Spanish, German, and French) as defined by their means on six dimensions related to the learning of a second language--interest, importance, attitudes, activities, satisfaction, and study habits

5. There is no significant difference in the responses of the four language groups to the individual items measuring interest, importance, attitudes, activities, satisfaction, and study habits.

Two instruments were used to gather data for the statistical tests. The first instrument, the Factor Rating List (FRL), was to classify, rate, and rank factors related to the learning of a second language by teachers and students of second languages. The second instrument, the Second Language Attitude Questionnaire (SLAQ), assessed the general background of the respondents and the six dimensions of interest, importance, attitudes, activities, satisfaction, and study habits relative to the learning of a second language.

A non-random, purposively selected sample of forty-four teachers and forty-five students responded to the Factor Rating List. One hundred and eighty-nine students from the ESL, Spanish, German, and French language classes at Andrews University responded to the Second Language Attitude Questionnaire.

The six methods of statistical analysis used were multivariate analysis of variance, multiple discriminant analysis, chi square, categorical scaling, paired comparison scaling, and product moment correlation.

The findings were presented in detail, supported by tables and illustrations. Conclusions and implications drawn from the study were given, along with recommendations for further research.

Discussion of the Findings

Factor Rating List

Hypotheses 1, 2, and 3 concerned the classification, rating, and ranking of factors related to second language learning by both teachers and students of second languages. Hypothesis 1, that there is no significant difference in the classifications of the factors by teachers and students, was accepted for fifty-two items and rejected for seven. Hypothesis 2, that there is no significant correlation between the ratings of the factors by teachers and students, was rejected. Hypothesis 3, that there is no significant correlation between the rankings by teachers and students of six broad categories related to language learning, was also rejected.

Thirty-seven of the fifty-nine factors were classified by teachers as primarily psycho-social or socio-cultural. They

classified nine factors as primarily related to aptitude. The remaining thirteen were classified as not primarily psycho-social or socio-cultural nor related to aptitude. They were more related to such factors as methodology and age. The students classified thirty-five factors as primarily psycho-social or socio-cultural, nine as primarily related to aptitude, and fifteen as not primarily psycho-social or socio-cultural nor related to aptitude.

Both teachers and students considered the majority of the factors as primarily psycho-social or socio-cultural. With respect to the learning of a second language, most of the factors were rated as important to extremely important. The greatest discrepancy in classification by teachers and students occurred on item 44, teacher's demand for accuracy. The majority of the teachers felt that this item was primarily psycho-social or socio-cultural. The same proportion of students who considered this item as primarily psycho-social or socio-cultural, also considered it as not primarily psycho-social or socio-cultural in nature nor related to aptitude. Item 40, willingness to learn and be taught, was rated the most important by teachers and students. They classified this item as primarily related to factors other than psycho-socio-cultural and aptitude.

Chi square analysis of the classification of the factors indicated that there were seven factors significantly different at the probability level of .05. These were ego-strength/ego permeability, nationalistic and ethnic attitudes, failure to see the utility of learning the language, willingness to learn and be taught, the teacher's demand for accuracy, classroom atmosphere,

and the desire to travel and interact with another culture.

The teachers and students also rated the importance of the factors in learning a second language. Both groups considered the same five factors as being the most important in a slightly different order. (Tables 12 and 13 identify the factors). They rated "willingness to learn and be taught" as the most important factor and the "desire for easy credit" as the least important. A product-moment correlation coefficient of .49 was obtained between the distributions of scale values obtained by a categorical scaling procedure. This correlation indicated a moderate relation between the responses of the teachers and the students.

Six broad categories--aptitude, motivation, age, empathy, methodology, and attitude--all related to second language learning, were ranked by the two groups as to their relative importance in the learning of the language. The ranking scale was from 1 to 6, most important to least important. Motivation was the most important for each group. The combined responses of teachers and students showed that motivation ranked first, followed by attitude, aptitude, age, methodology, and empathy, respectively.

This study indicates that both teachers and students recognized the great importance of motivation in learning a second language. This is significant in light of today's theoretical and empirical evidence that motivation plays an influential role in second language learning (see the review of literature). Reactions to the free-response items on both the Second Language Attitude Questionnaire and the Factor Rating List, as during the interviews, indicated an

awareness of both teachers and students of second languages that there is an indelible inter-relationship of motive, attitude, method, classroom climate, and teacher-student relationships.

Age and methodology are important, but it is the student-teacher attitudes towards those factors which are psychological, sociological, or cultural in nature which, in the main, determine the success or failure of second language learners. Students, in general are not just seeking "credit," but they rather want to learn a second language to be able to function more effectively in today's world.

The study indicated that second language students feel the need for greater concentration, more visual aids, and more emphasis on conversation, vocabulary building, and the "practical" side of language learning. While being interested in understanding and speaking the language, they also wanted very much to be able to write it.

Students from all of the language groups were very concerned about and even somewhat disappointed with the laboratory program. They expressed the need for more equipment and organization in this area. There was appreciation for the willingness of laboratory assistants to help the students.

The students reported that while learning a second language in today's world is very important, not necessarily everyone should learn a second language. Knowing a second language, however, makes one that much more effective, no matter what is his walk in life. The students enjoyed informal classroom atmospheres where emphasis was placed not only on the language structure, but also on the cultural heritage of the peoples of the language. They respected the

thoroughly organized and competent teacher but felt that even more important was the relationship between teachers and students. There should be acceptance, respect, rapport, and a recognition of individual differences, needs, and capabilities.

Some students decried the general overload of assignments which sometimes left little time "to do justice to any language." Having native speakers as teachers was very satisfying and conducive to learning correct pronunciation. Teachers and students agreed that the cosmopolitan atmosphere of Andrews University is excellent for second language teaching and learning but stated that there is need for more audiovisual aids, good textbooks, more equipment, and increased library facilities to implement the teaching of the languages.

Both teachers and students suggested that especially those studying English as a second language would do better if they would associate with persons speaking the target language rather than seek the company of those speaking their own mother tongue. The student must keep up with the daily assignments in order to make adequate progress. There must be a definite purpose for learning the second language. One student's open response was that "without a definite purpose, the motivation faints away and gets nowhere." The motivation is not a one-sided affair, but it must be both teacher and student oriented.

There was a bit of resentment on the part of some speakers of non-American English. They did not understand the sometimes non-acceptance of their accents, pronunciations, and spellings, and the

great emphasis sometimes placed upon American English.

According to one student, it would be well for the teacher to gain some knowledge of the interest of the students: "Some knowledge from the teacher of the interest of the student will help the former to modify and specialize his or her objectives and methods of instruction, eventually helping this interest to become a reality."

Students felt that feedback was very necessary: "There is nothing more important than knowing what and where your weak points are."

Despite some negative attitudes on the part of both teachers and students, there was also much positive feeling towards the second language learning programs at Andrews University. Students expressed the appreciation for the opportunity of studying and learning at so unique and so cosmopolitan a place. There was praise for the helpful and understanding teachers and assistants, for the effort expended by them to implement the language programs, for the cultural perspectives and insights they have received, and their unique language experiences. If the student desires more intensive language training, there is the added opportunity to study abroad in French, German, and Spanish. "The fact that students studying French, Spanish, and German have a chance to study these languages in our institutions abroad is a definite asset to the modern language program."

Second Language Attitude Questionnaire

Hypotheses 4 and 5 referred to the Second Language Attitude Questionnaire assessing group responses on six subscales with the variables of interest, importance, attitudes, activities, satisfaction,

and study habits. Significant differences were found among the group centroids of the responses of the four language groups. Hypotheses 4 and 5 were thus rejected.

Interest in the language

ESL students indicated more positively than the others that their language study was mainly to understand textbooks, to be able to read religious publications, and to have more friends who spoke the language. They also indicated that they were studying English because they had no choice in the matter, that it was needed for course requirements, and that they wanted a good grade to help their grade point averages. Students of German responded with a positive desire to be able to read books, magazines, and newspapers in German.

That everyone should learn the language was given a slightly more negative response by those studying French than by the other groups. The response to this item by those studying English was the most positive. Students studying German and then those studying French would enjoy living in a country speaking their target language more than those studying either English or Spanish. ESL students responded the most negatively on this item.

All groups indicated their great desire to learn to speak the language correctly. but, as a whole, only 2 percent wanted to learn so as to become citizens of the country where the language was spoken. Of all the groups, the German students wished the most that they had more time to study the language. Spanish students were next in a positive response to this item, whereas the ESL students were

more negative than the others in their desire for more time to study their language.

More than any other group, ESL students felt that the study of the language took too much of their time and cost too much money. Students learning Spanish found it to be more fun to study their second language than did students studying English, German or French. Students learning English as a second language were the least likely to consider the learning of their language as fun.

Students of Spanish responded the most positively to studying the language because they enjoyed it. The students of ESL, Spanish, and French had about an even desire to be able to talk with persons who spoke the respective languages, whereas the students of German preferred to be able to understand the customs of the people.

Importance of the language

There were seven significant items in part III assessing the utility or importance of the language. Students of English as a second language, followed by students of Spanish, indicated the great importance of their language in the world today. Students of both ESL and German needed to know their respective languages for their courses of study more than did the students of Spanish or French. Especially the ESL students needed to know the language in order to get a good job. More students of English as a second language and Spanish indicated that their languages were spoken by persons close to them than did the students of French and German.

Students of ESL definitely did not feel that knowing English would help them to understand their own native language better. On

the other hand, most of the German language students thought that knowing German would help them understand their own native language better. Neither one of the groups felt that knowing the learned language would make them more important socially.

Attitudes

Eleven significant items concerned attitudes. The students of ESL least wanted to continue studying the language. The Spanish language students were the most interested in this respect. The difficulty of the respective languages was about the same for each of the four groups. The students of Spanish indicated a growing interest in the language.

Activities

All of the items concerning activities outside of school proved to have significant values. The students of English as a second language indicated more participation in such activities as the reading of books, magazines, and papers in the language; listening to radio programs and watching TV programs or movies in the language; talking with persons who speak the language; visiting a country where the language is spoken; writing letters in the language; and attending church services conducted in the language. With the exception of attending church services conducted in the language, students of Spanish were second in their participation in the activities outside of school. Students of German were second in attending church services conducted in the language.

Satisfaction

Thirteen significant items dealt with satisfaction with various classroom aspects of learning. Students of German were more satisfied with their textbooks than were any of the other language groups. The French language students were the least satisfied. Students studying Spanish showed considerably more satisfaction with classroom activities than any of the others. ESL students were the least satisfied with this aspect. The Spanish language students were also more satisfied with the skills taught in their language course and the use of the language laboratory than were the other groups. The students of English as a second language were not satisfied with either of these aspects. The French language students were also dissatisfied with the use of the language laboratory. Spanish language students were the most satisfied with their homework assignments. The German language students were the least satisfied.

Students of the ESL and Spanish classes were fairly satisfied with the opportunities available to practice the language. The German and French language students, while less satisfied than were the students of English as a second language or Spanish, were about equal to each other in their indications of satisfaction with opportunities to practice the language.

While the ESL students were the least satisfied with teacher-student relations, the Spanish language students were the most satisfied in this respect. The students of Spanish also were more satisfied with the attitudes of their classmates than were the others, while the ESL students were the least satisfied. French student

reaction on this point was slightly more positive than German student reaction.

Students of English as a second language felt that too much emphasis was put on speaking the language correctly. The students of German, French, and Spanish disagreed with the ESL students on this point, indicating that they did not feel that the teacher placed too much emphasis on speaking correctly. All groups indicated that students should help to plan classroom activities. The four groups also agreed that more study should be given to the culture of the people speaking the target language.

Most of the ESL students agreed that there were some things in the culture not as good as they had previously thought. The German language students appeared the most satisfied with what they learned about the German culture. The Spanish and French language students were quite satisfied with the cultural understanding of the country. The knowledge of negative aspects of the culture did not interfere with the learning progress of any of the groups.

Study habits

There were three significant items on the subscale concerned with study habits. Students of ESL usually did their assignments immediately upon starting their studying. The students of Spanish put the assignment off until all other studying was done, or when they were in the mood for it, depending upon the difficulty of the assignment and when it was due. The German and French language students also had a tendency to put off doing the assignment until all other studying was done, depending upon the difficulty, the mood, and the

time allotted. Some of the assignments were done in class or immediately after class.

During the class periods, the German language students usually became more interested in the subject matter than did the other groups. Most of the Spanish and French language students also became interested rather than bored, sleepy, or tired. About half of the students of ESL became bored or sleepy in class, while the other half became interested in the subject matter. A few in all of the groups had the tendency to daydream. Given the opportunity, and knowing the language sufficiently, students in all of the groups would converse in the language as often as they could, the ESL students more often than the rest.

The Spanish language students were the most positive in their indication that the study of their language was very interesting. About equal proportions of ESL and German language students found the study of their language very interesting. A few more students of German than of any of the other languages found their study not interesting at all. None of the Spanish group found their study of the language uninteresting.

Compared to other persons in their language classes, the majority of the Spanish, German, and French language students felt that they studied about as much as others. Comparing the studying of ESL students to that of others in the class, a third studied less, a third studied more, and a third studied about as much as most of them.

The majority of the Spanish, German, and French language

students indicated that they spent on the average from one to three hours per week doing language assignments or studying outside of class. Approximately one-third of the students of Spanish studied less than one hour per week, another third studied from one to three hours a week, and the remaining third from four to ten hours per week. Approximately one-fourth of the students of German studied less than one hour per week, another fourth, from four to ten hours per week, while slightly over one-half spent one to three hours per week studying the language.

Over one-half of the French language students studied from one to three hours, while about 15 percent studied between four and ten hours per week. None of the students of Spanish, French, or German indicated that they studied the language more than ten hours per week outside of class. About 9 percent of the ESL students spent more than ten hours per week studying the language.

Most of the students in all of the groups indicated that they would probably try to use their language as much as possible after finishing college. The majority of each language group ranked their language class in the middle of their other courses as to preference. Approximately 11 percent of the English and 12 percent of the German language students ranked their language course as their most preferred class. Of the Spanish language students, approximately 15 percent ranked theirs as the most preferred, while 13 percent of the French language students ranked their language class as their most preferred course.

Considering the total spectrum of the interests, utility,

attitudes, satisfaction, activities, and study habits of the four language groups, it may be concluded that there is a significant difference in each of the variables with the exception of study habits. The ratings of interests or the reasons for studying the language, were highest for ESL students, while the interests of the German language students were the lowest. Spanish student interest was slightly higher than French student interest in learning the language.

The students of English as a second language were the most positive in their assessment of the importance and utility of English. Students of Spanish were second, and the German and French students were last.

The students of English as a second language were the most negative in their attitudes towards learning their language. The attitudes of the Spanish language group were the most positive. The students of French and German were virtually equal in their ratings of attitudes.

Activities outside of school relative to the use of the language were greater for ESL students than for any of the others. Students of German and Spanish were about equal in the amount of time they participated in extra-curricular language activities, whereas the students of French participated the least in activities involving the use of their language.

The increasing positiveness of activities for ESL students was to be expected inasmuch as English is the language of the school community and of the area at large. Everyone must sooner or later

become involved in English language activity if he is to function as an integral part of this community. The very survival of ESL students depends upon the amount of their participation; how much and how often they are involved in reading, listening to, and in writing English; talking with people who speak English; and attending activities conducted in English.

Students studying Spanish seemed the most satisfied with various aspects of the actual classroom learning of the language such as the textbooks used, classroom activities, evaluation of progress, teacher-student relations, class organization and opportunities for practice. ESL students were the least satisfied with these aspects. Students of German and French were equal in their feelings of satisfaction or dissatisfaction and agreement or disagreement with their program of learning the language.

Interestingly enough, all four groups had comparable study habits, despite the significant differences which existed for the other variables. There was no significant difference in the study habits of ESL, French, German, and Spanish language students.

Conclusions and Implications

It may be concluded from the responses of teachers and students that second language learning and teaching can be a many-sided dilemma while at the same time being very profitable and enjoyable.

As has been borne out by the findings of this study, second or foreign language groups may differ according to background, activities, motivation, interests, and attitudes; but their concerns, problems, and even study habits tend to be about the same within a

given atmosphere. Certain psycho-socio-cultural factors affect language students no matter what the language is, and it is these psycho-socio-cultural factors that seem to have primary bearing upon their learning. Age, aptitude, and methodology are important, but they tend to be secondary in the language learning process on the university level. Without the proper motivation, attitudes, and teacher-student relations, there is little impetus for learning a language.

Even an average student can learn at any age and with any method, but negative attitudes and a depressing psycho-socio-cultural atmosphere may destroy potential and promise, give rise to negative feelings and reactions, and cause resentment and discouragement. This may all but obviate a desire to speak, understand, and use a second/foreign language.

The study revealed more differences between ESL learners and the other language groups than among the foreign language groups themselves. Foreign students learn English in the United States as a second language, having the opportunity to involve themselves completely in the activities of the community. French, Spanish, and German, on the other hand, as generally learned in the United States, are considered foreign languages. (With the increased immigration of Spanish-speaking persons and the many bilingual programs, however, the picture for the teaching of Spanish is changing). The likenesses and differences in the learning strategies of these foreign languages are very similar. Whereas the study habits of ESL and the foreign language groups are about the same, the attitudes and activities are more different than alike. The dissimilarities that do occur seem

to be due mainly to differences in purpose for taking the language, teacher-student relations, and teaching approach.

That there are significant differences in the interests, activities, attitudes, problems, and concerns of ESL students and those of other modern languages is to be expected here in the United States. A number of reasons may be presented for these differences.

English is the first language of the country and hence of any school community herein. Despite the current emphasis on bilingual education, foreign students still must ultimately become sufficiently competent in the English language before they can expect real success and progress in their educational careers. Thus, the differences in the attitudes of the second and foreign language students may depend upon the type of orientation they have towards the learning of the particular languages, the reasons behind their learning the language.

For the ESL student, motivation may be more instrumental than integrative, whereas for the students of the other languages, it may be more integrative. ESL students in the United States must learn the language for various utilitarian (instrumental) purposes such as for getting a job, going to school, functioning effectively in community affairs, gaining social recognition, or becoming a citizen. They may not really be interested in becoming thoroughly integrated into the community nor in acquiring certain cultural habits, but they know that social, educational, and economic advantages will increase according to their knowledge, understanding, and acceptance of the language.

The student of English as a second language knows that he must become proficient in the language before he can really gain

these advantages and perhaps feels compelled to strive to have them. At the same time, his lack of competency in the language and his different cultural patterns and perceptions may hinder his interactions with English speakers and make him afraid to seek integration in the community.

He often feels threatened and insecure from the very beginning. He may be afraid of being laughed at and too timid to use what English he already knows. The ESL student has had to lay aside his own language, as it were, to study in another language which he may neither like nor enjoy learning. Cultural differences may be confusing and discomfiting. If he is away from his own country, alone, and without family or immediate friends, he may feel alienated from those things that have been most familiar to him. His own patterns of perception and action are threatened.

Learning English as a second language may also be destroying the student's knowledge of his first language. Sometimes in order to make substantial progress, he has had to give up associating with friends of like native language and concentrate upon cultivating friends who speak and understand English well. He struggles to accept the fact that he must learn English regardless of any ill feelings he may have towards the language or the cultural community.

If he is a student accustomed to receiving top grades, the struggle often becomes even more of an enigma as he tries to meet course requirements in classes other than regular language classes. He sometimes needs to seek outside help in writing and correcting his compositions, in translating idiomatic expressions, or in understanding technical passages of reading. Timidity, a feeling of

embarrassment, the fear of being laughed at, pride, or stubbornness may all cause him to be reluctant to ask the teacher for extra help even when it is available.

- All of these things may underlie the psychological trauma the ESL student begins to experience. They affect his reaction towards the learning of English and towards the acceptance of the American culture and life styles. These things also affect his relations with his teachers and classmates and his attitudes towards the institution and the system in general. Negative attitudes breed negative reactions, and negative reactions are all too common in the ESL classes.

Sometimes a conflict arises because of the student's simultaneous desire to study at an American university and benefit from its standards and curricular offerings, and the desire to maintain his own cultural opinions and practices even when they are at odds with institutional standards. Students have been heard to say: "I just want to learn English, I don't need all of that . . . !" "Why do I have to concentrate on that? It's a waste of time." "I don't need that in my country." "It costs too much extra money to take those extra classes. They won't be necessary for my work." "I learned it this way." "In my country we do it this way. . . ."

Often when the student discovers that he must abide by the standards of the institution and the system, when he finally realizes that there is no quick, easy way to circumvent standard procedure or gain the necessary language mastery needed to be functional in his classes, his initial enthusiasm may turn to resentment.

He fights back by complaining that he is being mistreated, that the requirements are unjust, that the teachers do not understand him, that the assignments are too stringent, or that he is not accepted as a worthwhile person, capable of competing with native, English-speaking students.

A too-vocal, overly aggressive student disturbs other members of the class by his complaints, interferes with class organization, and tries the patience of both his teacher and his classmates. He may be trying to cover up his sense of insecurity and inadequacy, and his feelings of being threatened. A timid, soft-spoken student may feel even more afraid, threatened, and uncomfortable when he constantly listens to the complaints of outspoken students.

All of this, of course, affects the psychological atmosphere of the classroom and causes strained teacher-student-classmate relations. The student doesn't understand the teacher. The teacher doesn't understand the student. Each one knows that something is wrong, but neither is quite sure what it is.

Fortunately, in most classes the majority of the students are cognizant of their language needs and are willing to study and do the assignments without complaint even when they are long, tiring, or confusing. The students realize that they must master the English language sufficiently to be successful in their coursework and that learning the language is no simple task. They know that complaining causes ill-will and feel the uselessness of fighting established regulations.

Knowing that the responsibility of learning the language is ultimately their own, they continue to work towards increasing their

competency in the language which they have chosen to make second to their own. They resign themselves to system procedures and to the task of meeting requirements necessary to acquire proficiency in the English language.

Differences in interests and attitudes between ESL and foreign language students sometimes occur because of the cosmopolitan atmosphere of the ESL class. The typical class of students of English as a second language is made up of students representing a number of different and often unrelated languages. The students come from varying backgrounds and cultures. This situation compounds the problem of teacher-student relations, especially with regards to the teacher. If he is unfamiliar with the foreign cultures, he may be at a loss to explain certain student reactions or patterns of thinking. He may not understand why some students are progressing and others are not. He may not be able to relate to the problems or concerns of a particular student. He himself may even feel inadequate to cope with the situation. In short, the teacher, too, may feel threatened and insecure.

However, knowing how the student feels, understanding his sense of inadequacy, and being aware of possible causes of conflict will help the teacher to overcome his own feelings of being threatened and will strengthen him in the task of seeking solutions.

Conflicting attitudes toward language create one of the greatest problems in cross-cultural communication between teachers and students; misunderstandings often occur for this reason. When the differences are understood, they may be used as an educational base. When they are not, they create a formidable barrier to learning. (Saville-Troike, 1976, p. 54)

It has been shown that no matter what the language is, whether it is second or foreign, the same factors influence its learning in varying degrees. The emphasis placed upon a particular factor may be greater or less depending upon the relationship and the importance of the particular language in the community.

Although language students are ultimately responsible for their own learning, it is the teacher who very often gets the blame for their failures. In seeing beyond the textbook, class outline, or objectives, the teacher may come to realize that the answer to the student's successful learning lies beyond assignments and assessments, even beyond intellectual emphasis, to a broader framework of psychosocio-cultural interrelationships.

Motivation plays an integral role in the language learning process. The teachers and students who participated in the study agreed as to the importance of motivation and the willingness to learn and be taught. This supports the conclusions of a number of authors and previous studies concerning the place of motivation in second/foreign language learning. It is thus not coincidence that motivation is named as "the one important factor involved in a person's learning of a foreign language" (Nida, 1956, p. 11).

A teacher who responded to the Factor Rating List described how his lack of motivation and his failure to see the utility of learning the language affected his progress in the study of French while attending academy. He failed French. Later, under different circumstances and now having a reason to learn the language, he made rapid progress and eventually obtained a Master's degree in French. He said:

Motivation is very important in learning a second language. The teacher should try to meet the needs of the students, make the class pertinent and interesting. . . .

I failed French in academy. It was required. I saw no need for it personally. The teacher did not make it interesting. She taught analytically, and I am not analytically inclined. When I was a soldier in England just prior to the invasion of France, I found a "Linguaphone" French book and I suddenly decided to learn French.

Now I had a motive and French became people. It took on "life." By the time the war was over I had learned enough to enter second year college French. I finally got a Master's degree in French, and I speak it fluently. I have worked in the French language area for years.

That motivation has prime importance in language learning holds vast implications for the whole second-language educational process from both the teacher and the student viewpoint. The teacher must be willing, able, and ready to become the empathetic master guide in the classroom. The student must be willing to learn, able, and ready to be taught if successful language learning is to take place.

All that the teacher may do cannot atone for a student's lack of motivation, lack of self-perception, or negative attitudes. However, the teacher must go the second mile beyond the daily assignment and classroom practice, beyond the anxiety of exam and evaluation, to an empathetic, sincere, firm yet flexible approach. This will strengthen relations between the second language learner and teacher and help to break down whatever fear, anxiety, or resentment there may be towards the language.

The study revealed that students and teachers ranked attitude second to motivation. One really cannot be divorced from the other. Attitude and motivation are, in fact, so integral a part of each

other that the student's "motivation for language study is thought to be determined by his attitudes," by his readiness to identify, as well as by the kind of orientation he has toward the process of learning a second/foreign language (Gardner & Lambert, 1972, pp. 395-396; Lambert, 1972, p. 132).

Whether the orientation stems from an instrumental or integrative motivation may determine the type of subsequent language activity necessary for progress; but it will not alter the stabilizing influence of a real desire to learn. Thus, as the present study indicates, a knowledge on the part of the teacher and an awareness on the part of the student of psycho-socio-cultural attitudes will aid in the implementation of method, technique, and approach as embodied in the three important aspects of second language learning/teaching: the linguistical, the pedagogical, and the psychological.

Findings of this study imply conformity with the development of the socio-psychological theory of second-or foreign-language learning as constructed over a twelve-year period by a small group of teachers at McGill University and the University of Western Ontario (see Review of Literature). A salient point of the theory maintains the importance of the psychological preparedness of the second language learner. His success depends upon his own ethnocentric tendencies, his attitudes, his resulting motivation, his cultural adjustment, his social behavior relative to the target language. Teachers and students at Andrews University accept this without depreciating the fact that aptitude and intelligence also play an important role in second/foreign language learning.

That "language and culture are inexorably intertwined" (Gladstone, 1969, p. 114) must be understood by both teacher and student. As the study indicates, both teacher and student bring to the classroom certain psycho-socio-cultural actions and notions that are bound to influence the language-learning process with "potential positive" or give "negative reinforcing value" (Anisfeld & Lambert, 1972, p. 217).

There was a time when second/foreign language teaching mainly emphasized the linguistical and the pedagogical aspects, the technique, and the method.

Whereas the first half of the century was distinguished by a drive for the autonomy of language as an object of study and a focus upon the description of structure, the second half was distinguished by a concern for the integration of language in sociocultural context and a focus upon the analysis of function. (Garvin, 1974, p. 2397)

Implications from the study belie the more traditional method/technique emphasis, in favor of more consideration of the psychological elements influencing second language learning. As Wardhaugh (1972) points out:

Classroom teachers must be prepared to find out as much as they can about what the issues and questions are in linguistics and psychology, in order to gain some idea of where the answers might lie. In the years ahead it will be more vital to understand what the basic questions are in the discipline than it will be to understand what a certain switch does on the latest tape recorder, or how to use a particular set of flash cards, or what a very specific teaching technique will do in a rather limited set of circumstances. . . .

Good teaching practice is based on good theoretical understanding. . . . Teachers should focus from time to time not on techniques, not on methods, but on approach . . . and should try in those moments to capture some of the excitement of the many challenges that confront us in teaching English to speakers of other languages. (p. 19)

The growing importance of language learning today also implies an increasing emphasis on the interdisciplinary nature of linguistics and other disciplines. Linguistics itself is an autonomous discipline, but its close ties with other disciplines such as sociology, mathematics, anthropology, and especially philosophy and psychology (Lewis, 1974, p. 2131), necessitate an acceptance of the influences that these various disciplines have upon the language behavior of both teachers and students. The emphasis on the psychosocio-cultural aspects of second language learning is thus justified.

Because the participants in the study came from all parts of the world and represented a wide range of language backgrounds and fields of coursework, they lent valuable aid in their evaluations of second language learning and teaching behavior. Their experiences parallel language experiences of students and teachers around the world. Their language ideals and opinions represent those of many world cultures, making a unique, composite picture of intricate language behavior. Their evaluations portray a legitimate concern for the problems which second language learners face. Their evaluations give evidence that the educational process as it relates to second language learning and teaching is an active, challenging, and sometimes frustrating one.

Thus it is that the results of this study do not indicate a uniqueness of problems and concerns to Andrews University alone. "The concern of the sociology of language--overt behavior toward language and toward language users--is a concern shared by political and educational leaders in many parts of the world." This is one

of the aspects of sociolinguistics "that frequently makes headlines in the newspapers" (Fishman, 1974, p. 1629).

Whether it is a native English speaker born in the United States studying a foreign language, or a foreign student struggling with the proverbial inconsistencies of English as a second language ("The inconsistencies of the English language are a by-word"--Lewis, 1974, p. 2155) or another foreign language, the desire to know and understand the particular language and to relate to the community is uppermost in the motivational process. Especially in the ESL program, the language barrier must be overcome before academic success is ensured.

Simply knowing this may cause the ESL student to feel anxious, even threatened by possible failure if he does not learn the language well enough to understand requirements, do his assignments adequately, participate in class discussions, or write his term papers.

Even though he wants to do so, he may find it difficult to carry a full class load. This may cause a paradox of feelings and frustrations as he anticipates the extra amount of time and money necessary to complete his course requirements. If he is to continue his studies successfully, he resigns himself to the fact that he must learn to understand, read, and write the English language with adequate proficiency to attain and maintain academic standards. Ideally, he accepts the challenge and becomes involved in classroom and out-of-class activities. Since he will find no class tailor-made to fit his exact needs, he must learn to select for himself what is pertinent for him, accept the desirable with the undesirable, and

use all facilities and opportunities available to help him to make the transition from the world of the struggling second language learner to that of the successful second language user.

To the foreign students in the United States with limited knowledge and understanding of English, language education is of prime importance. Their admission to university status presupposes intelligence, an aptitude for learning, or at least an average language learning capacity. Whereas innate intelligence is the first rung of the ladder of successful second/foreign language learning, reaching the higher rungs depends upon the interrelationship of native ability with many psycho-socio-cultural elements.

The full evaluation of language education will depend on more effective methods of assessing sociolinguistically and psycholinguistically, individual and group communicative competence. Often, the aims of language education go beyond language itself: the ability to function in certain domains with certain effects, is the important thing. . . . Until the language barrier to education is overcome, a large proportion of the world's population is denied full access to education. Linguists have a great deal to offer to help reach this goal. (Spolsky, 1974, p. 2037)

May it be that Andrews University students and teachers of second/foreign languages are among those linguists who have "a great deal to offer" in helping to reach the goal of "full access to education" for all who want it. May they be willing to give of their time, their energies, and their capabilities so that language will no longer be a barrier but a gateway to understanding, sharing, and acceptance.

Summary

This chapter was divided into three main sections: a summary of the study itself, discussion of the findings, and conclusions and

implications. The summary of the study included a statement of the purpose, a presentation of the five null hypotheses, a brief description of the sample and of the two instruments used to collect the data, and the six methods of statistical analysis.

The discussion of the findings was based on the results of the analysis of the data from the Factor Rating List and the Second Language Attitude Questionnaire. The conclusions and implications follow the discussion of the findings and serve as an introduction to the recommendations presented in the next chapter.

CHAPTER VI

RECOMMENDATIONS: COUNSELING APPROACH AND FURTHER RESEARCH

Introduction

The findings, conclusions, and implications of this study have led to two types of recommendations:

1. A Counseling Approach for Language Teaching (CALT). This approach is suggested as an aid in the understanding and alleviating of psychosocial and socio-cultural problems related to second/foreign language learning and teaching
2. Suggestions for further research.

Counseling Approach

Rationale--Meaning and Application

This study has tried to identify and point up the place and importance of some of the psycho-socio-cultural problems and concerns which the second language learner often faces. However, mere knowledge of correlations, comparisons, proportions, attitudes, problems, and concerns is useless without some attempt at solution. Simply knowing what is wrong--or even what is right--is not enough in a teaching/learning program. Assessment without action often leaves unanswered questions as to what to do next. It is with this in mind that the following suggested counseling approach is recommended as

one means to the end of helping the language teacher understand and alleviate some of the psycho-socio-cultural problems related to second language learning.

An approach may be viewed "as a set of correlative assumptions dealing with the nature of language and the nature of language teaching and learning." Being axiomatic and descriptive, it reflects "a point of view, a philosophy, an article of faith--something which one believes but cannot necessarily prove. It is often unarguable except in terms of the effectiveness of the methods which grow out of it" (Anthony, 1972, p. 5).

Paulston and Bruder (1976) further justify an approach as "the theoretical foundation upon which any systematic method is based" (p. ix). Many of its assumptions "cannot be proved either true or false" and, as such, its merit "is unarguable in terms of theory, and one must look at the effectiveness of the method which it has generated." Method refers to the actual teaching procedures (pp. ix, x).

As Anthony (1972) puts it, "An approach is axiomatic, a method is procedural." Since "within one approach there can be many methods" (p. 6), the recommended counseling approach described in this study is designed to be used in conjunction with any regular language teaching method.

Counselor-Teacher Interchange

Counseling can assist the student in gaining the maximum benefit from his educational experience. Likewise, the use of counseling techniques by the second language teacher to help the student

through anxieties, fears, doubts, uncertainties, indecision, frustrations, and conflicts can assist the student in gaining the maximum benefit from his language experience. Recognizing this, the researcher has based the recommended approach upon both cognitive and affective counseling techniques.

Basic counseling assumptions

Certainly, not all counselors are teachers, but all teachers should possess some counseling tact, capacity, and understanding. A teacher would do well to accept the basic assumptions which the effective counselor must assume. Following are some of these assumptions.

1. Deep down within, most individuals want to become all that they can become
2. The counselor-counselee relationship must be warm, accepting, and non-judgmental
3. As long as there is life there is hope
4. Honesty with oneself is basic to being honest and empathetic with others. Being honest and straightforward is better than being overly tactful, devious, and always hinting that something is wrong
5. Change comes through growth
6. Growth may be painful, difficult, a struggle, but satisfying, and rewarding
7. Reassurance is effective only when appropriate
8. Exploring alternatives helps in understanding implications,

accepting challenges, overcoming fears and anxieties, and making decisions

9. The development of time schedules, contracts, and objectives aids in seeing possibilities and implementing goals

10. Sometimes one must look at the worse alternatives and face them

11. Expressing love, hope, courage, and belief in the dignity and worth of the individual can facilitate counselor-counselee interaction, establish rapport, and eventually lead to confidential interchange

12. Each person is ultimately responsible for his own actions. The power of choice is his

13. Listening is a powerful tool.

The Christian counselor further believes that permanent change for good is possible only through divine help.

Basic principles of learning

As the teacher accepts these basic assumptions of the effective counselor, so the counselor believes in the following principles of learning so much a part of the philosophy of the effective teacher.

1. Learning is through motivation and will occur if there is meaningfulness and relevance

2. Learning is continuous, sequential, asynchronous, and developmental

3. Learning is by doing, by seeing, by reinforcement, by imitation

4. Learning is based upon expectations, the law of recency, the law of repetition, and the law of effect
5. Learning is associative and can be transferred
6. Each person's learning style is unique
7. Learning must begin where the person is
8. Learning has its consequences and is sometimes irreversible
9. Learning is enhanced or hindered by emotional components
10. Learning proceeds from the known to the unknown, from near to far, from familiar to unfamiliar
11. Learning is the result of choices and may be positive or negative.

When the counselor and the teacher both accept the basic assumptions of counseling and believe in the basic principles of learning, then they are not far apart. Credence may then be given to the approach which is designed to unite language teacher and counselor in the common goal of helping each student reach his fullest potential. The approach, however, is suggestive rather than dogmatic. Its theoretical foundations (see Review of Literature) have been acknowledged, and many of its principles have been applied in varying degrees. Individual effectiveness, however, depends upon the circumstances and conditions of the language teaching/learning situation, upon the willingness of the student to learn and be taught, and upon the conscientious implementation of its several facets on the part of the language teacher.

General Emphasis of Approach

From theory to practice, the teacher is the most important prop in the classroom. It is here that most serious formal second/foreign language learning seems to take place. Although it is recognized that much second language learning/teaching can and does take place outside of the classroom, it is from the classroom atmosphere and its related circumstances that the suggested approach takes impetus.

Of course, general teaching methodology or technique is a necessary and inseparable part of language learning. Age and time are also important. These are not to be depreciated. However, the emphasis of the approach, hereinafter referred to as the Counseling Approach for Language Teaching (CALT), is upon those factors related to second language learning/teaching which are primarily psychosocial or socio-cultural in nature. Such problems and concerns may be responsive to both cognitive and affective counseling strategies. Following is a brief outline of the seven general phases.

General Outline of CALT

- I. Introduction: Rationale
 - A. Meaning and application of approach
 - B. Counselor/teacher interchange
 - 1. Basic counseling assumptions
 - 2. Basic principles of learning
 - C. General emphasis of approach
- II. Phase I--Teacher Preparation
 - A. Personal and professional readiness
 - B. Definition of objectives and goals
 - C. Preparation and use of teaching materials
 - D. Awareness of possible problems and concerns of second language learners
- III. Phase II--Orientation
 - A. Teacher orientation

- B. Student orientation
- C. Student/teacher orientation and interaction
- IV. Phase III--Diagnostic Testing
 - A. Language proficiency
 - B. Inventory
 - C. Personality (if necessary)
- V. Phase IV--Interaction of Teacher and Student
- VI. Phase V--Observation, Assessment, and Evaluation
 - A. Student attitudes and reactions
 - B. Classroom performance
 - C. Study habits
 - D. Social behavior
- VII. Phase VI--Integration and Implementation
- VIII. Phase VII--Follow-up
- IX. Teacher Implementation of Approach
 - A. Personal qualities
 - B. Understanding the student
 - 1. Cues of possible problems
 - 2. The art of listening
 - 3. Relating to the student
 - C. Dealing with the foreign student
 - D. The teacher and the bilingual student
- X. In Conclusion
 - A. Will all students be helped?
 - B. The place and importance of language affect the "why" of the approach
 - C. Teacher-student interaction: a foolproof remedy?

Expanded Outline of CALT

Introduction: Rationale

In the section previous to the general outline of the CALT, the meaning and application of the approach were given along with basic principles of counselor and teacher interchange and special emphasis on the importance of the second language teacher in the classroom.

Phase I--teacher preparation

This phase is of prime importance in any teaching assignment regardless of the subject matter or circumstances. Before a teacher can impart knowledge effectively to the students, he/she must be prepared both personally and professionally. Personal readiness implies emotional maturity and psychological stability.

Without personal readiness the second language teacher is handicapped when trying to relate to students who may already have psychological hangups because of fear, anxiety, insecurity, lack of confidence, or other pressures.

Inasmuch as it is not the purpose of this study to treat professional teacher training in the techniques of teaching, there will be little mention here of this part of phase I. Suffice it to say that when the second language teacher enters the classroom to guide students towards the mastery of the concepts of understanding, speaking, reading, and writing a language, professional competence is a foregone conclusion. This competence, not only in the target language but in teaching methodology as well, underlies the ability to define broad goals and specific objectives. It also implies the ability to make full use of available teaching materials as well as the capacity to create realia where none exist.

The knowledge of psychological foundations of human behavior is a basic step towards the understanding of possible psycho-social and socio-cultural problems and concerns of second language learners. This knowledge includes the awareness of various psycho-socio-cultural factors which influence the learning of a second language.

Many of these factors have already been defined, classified, rated, and discussed in this study.

Phase II--orientation

Orientation must be from both the teacher's and the student's point of view. It may be oral or written or both. A brief oral introduction during the first class meeting or two helps the teacher and the students to become acquainted with each other. This general introduction might include the giving of names, origins, native languages, majors and minors, likes and dislikes (one each). A brief outline such as the following might be put on the board to help students whose knowledge of the target language is minimal.

My name is (Cecile) .

I come from (Martinique), or My country is (Martinique).

My native language is (French) , or I speak (French) .

My major is (biology) .

I like (to sleep) .

I do not like (baseball) .

If the native language is the same for all of the students in the class, the native language may be used for this introduction at first for a quick, preliminary orientation. Later, however, it should be done in the target language. Where the native languages are very diverse and the target language must be used for the introductions, a demonstration of responses by the teacher will help the students' understanding of words or concepts. Students also may demonstrate their responses when they don't know the correct words. The consequent humorous situations which sometimes result from the

demonstrations serve to break the ice between teachers and students and between students and classmates.

Written information for the teacher's files may be obtained during the first few class meetings or after a sufficient number of words have been learned. The information should be obtained as soon as possible and may prove valuable later on. Index cards or plain sheets of paper cut to size may be furnished by the teacher to obtain desired information such as the following:

- | | |
|---|--|
| 1. Name _____ | Kinds of courses? (Check all that apply): |
| 2. Grade/level _____ | ___ Reading/translation |
| 3. Native language _____ | ___ Conversation |
| 4. Birthplace _____ | ___ Grammar |
| 5. Other languages you speak _____ | ___ Composition |
| _____ | ___ Intensive |
| _____ | ___ Cultural |
| 6. Present home country _____ | 10. Do you like English (or target language)? |
| 7. Major/minor _____ | ___ Yes Why? _____ |
| 8. Countries you have lived in and how long?

_____ | ___ No Why not? _____ |
| 9. Previous study of English (or the target language):
Where? _____
How long? _____ | 11. Why do you want to learn English (or target language) (Write answer on reverse side of this sheet) |
| | 12. Additional comments/information: optional (Use reverse side of sheet) |

The student orientation part of phase II is to obtain information primarily for the student. This includes learning the name and origin of the teacher and becoming acquainted with the names and origins of classmates. It also includes becoming familiar with the

format of textbooks and syllabi; the organization of classroom time schedules, laboratory equipment and procedures; general course requirements, standards, expectations, and grading procedures.

The teacher and students become more and more acquainted as each shares with the other information about themselves, their countries, their language backgrounds, their own heritages. Doing this brings more tolerance and understanding between teacher and students and between students and classmates.

The orientation and interaction period has no real time limit and may continue for the duration of the class. This interaction also includes a discussion of the institution and system requirements and how these correlate with the purposes and needs of the language program. Question/answer periods and follow-up discussions are helpful in the further clarification of classroom goals and standards of performance.

A clarification of expectations of classmate reactions, interactions, and attitudes towards each other is also included in the orientation phase. A case in point is the tendency of some students (even college students) to laugh at another's mistakes in pronunciation, accent, and choice of words, thus making some students afraid to answer and ashamed to participate in class discussions and activities. The teacher can head off much of this by bringing out into the open the discussion of the childishness and thoughtlessness of such actions.

It is helpful to discuss the purpose and need of learning the language in the first place; that all are in the class for a common

purpose--to learn to understand, speak, read, or write the language; that no one has the right to laugh at or make fun of another, seeing that he himself is not perfect. The teacher must follow through in not allowing moments of ridicule to go unnoticed, by stopping the trouble before it gets started, helping the students to realize the common bond between them. As for the teacher, he, too, must reiterate his purpose and need to correct mistakes as he guides the students in correct usage and pronunciation. Letting the students know that all correction by the teacher is made in love for the student and respect for his efforts, and that it is not to ridicule or debase him, even when it is necessary to correct him in front of other students, will make the student more amenable to constructive criticism and correction and pave the way for the student's realization that learning the language can be enjoyable as well as profitable. Orientation periods may seem to take up too much valuable class time, especially where class time is so limited; however, diligent orientation at the beginning will save much valuable time in the long run.

Phase III--diagnostic testing

General tests of the inventory and proficiency types should be given for the purpose of assessing the student's language level and proficiency, determine group and individual language needs, and to provide a basis for placement and/or class division according to proficiency. If the class cannot be divided according to level, then at least the teacher is aware of where the student is and what his general needs and difficulties are. Tests should never be busy work,

should be a means to an end, and should be interpreted accurately and fairly.

An alert teacher sometimes detects problems which are not primarily related to the intellectual competence of the student. Sometimes the teacher may be aware that something is wrong but is not quite sure just where the trouble lies. Perhaps he detects a personality clash, a fear, an anxiety, an uneasiness. There may be resentment, the inability to receive correction, the unenthusiastic response, or a lack of response. If the problem seems serious enough, the teacher may request a private conference with the student, recommend counseling help, or request that the student take a personality test through the counseling center. The teacher may administer and interpret it himself, if he is trained to do so, as a basis for assessing some of the student's conflicts.* Thus, diagnosis may include not only testing for proficiency, but an analysis of personality dynamics as well.

Phase IV--interaction of teacher and student

This phase is perhaps the most important of all the phases. It actually begins with the student/teacher interaction sessions in phase II. What takes place during this phase sets the stage for subsequent and consequent understandings between teacher and student.

*A scale for determining kind and extent of problems such as anxiety, fear, and insecurity as well as attitudes toward self, the target language and community, the class, the teacher, or the institution, is in the process of being devised by the researcher. This scale may be administered by the regular classroom teacher to all students as a basis for knowing their problems and concerns and for understanding the students.

The teacher-student interaction will come through:

1. Regular teaching/learning strategies
2. Classroom activities
3. Group and individual involvement in class
4. Out-of-class involvement
5. Extracurricular activities and projects
6. Group or one-to-one counseling
7. Private office conferences (required at least once a quarter/semester during the first half of the term for new students; anytime during the term for former students; conferences held oftener as required).

The degree of interaction will affect the strength of both teacher and student motivation and the establishment and maintenance of rapport between the teacher and the student. An amplification of this interaction by the teacher will be discussed in the section on the teacher implementation of the CALT.

Phase V--observation, assessment, evaluation

Close and keen observation and assessment by the teacher of the student's attitudes, reactions, and performance are of utmost importance if fair evaluation is to be made. Evaluation should be the sum total of all observation, assessment, or measurement. Whether it is process or product oriented, evaluation is useful as feedback for both teacher and students, as criteria for progress or need for improvement, as judgment of correlation between objectives and outcomes, as stimulation to subsequent planning and program implementation, as clarification for subsequent learning experiences, and as the basis for follow-up procedures or group placement.

Going beyond mere measurement, evaluation is a continuous process underlying all good teaching and learning and "includes both qualitative and quantitative descriptions of pupil behavior plus value judgments concerning the desirability of that behavior" (Gronlund, 1971, p. 8).

Evaluation that is truly valid is gestalt in nature, taking its cues from a number of outlets such as student performance in relation to competence, self-reports, peer appraisal, objectives-outcomes correlates, and activities and attitudes in and out of the classroom. Especially as concerns the language student, evaluation can be psychologically unnerving or psychologically beneficial.

Since the evaluations teachers make can have a tremendous influence on the lives of their pupils, they should not be lightly made, and certainly never casually made. The role of evaluation is so intrinsic to the teaching-learning situation that even hasty consideration seems to indicate the advantages of a systematic use of planned evaluation procedures. (Gronlund, 1971, pp. 3-4)

Thus, only through careful and systematic evaluation procedures will the language teacher come to know, understand, and appreciate his students.

Phase VI--integration and implementation

Integration of the knowledges gained in phases I-V by both teacher and students provides a basis for the successful implementation of any teaching method, technique, or approach. What the teacher knows, understands, and subsequently learns about the student is as important as what the student knows, understands, and subsequently learns about himself, the teacher, and the language program, in general. Implementation of the approach is the result

of interaction and integration. The degree of the success of the implementation depends upon the teacher. The rationale for belief in this principle is given in the section entitled "Teacher Implementation of the Approach."

Phase VII--follow-up

There are two important types of follow-up with which the second language teacher might concern himself, besides the periodical evaluations necessary to assess progress during the term. They are end-of-term placement and out-of-class report of results. Both of these provide feedback for the teacher and the student.

The student generally looks forward to the end-of-term placement evaluation to see how much he has progressed or whether he is able to go on to the next highest language level. This evaluation also provides the teacher with some overall measurement of what or how much learning has taken place during the quarter or semester.

The teacher will also be interested in subsequent, out-of-class reports of progress (maybe even failure) and performance. The current class of students may benefit from hearing of subsequent and consequent experiences of former language students. Where and how the student continues to use the language can bring satisfaction and gratification, frustration and disappointment, or stimulation and new impetus for both teacher and student.

Teacher Implementation of Approach

The ultimate responsibility of learning lies with the student. The language company he proposes to keep is really his own choice and determination. However, the burden of interaction, integration,

and implementation of method, technique, and approach lies with the teacher, who is at once monitor, mentor, censor, and guide.

As monitor, the teacher supervises, oversees, and directs the teaching procedures. He watches attentively, observes critically, and evaluates ethically and honestly. As mentor, he transforms method into action and theory into practice as he advises, counsels, and instructs. As censor, the language teacher decides what to leave in the program and what to take out, and adapts it to fit his students. As guide, the language teacher with patience and understanding, insight and skill, leads his students through the maze of syntax and vocabulary, patterns and accents, transformations and declensions, to a growing knowledge and acceptance of the target language, target culture, and people.

Assuming teaching personality to be "those characteristics of the teacher's behavior related to the emotional responses of pupils and the ability to establish intimate and harmonious working relations with them," Cook and Leeds (1974) found the attitudes of individual teachers towards pupils to be significantly related to pupils' attitudes towards the teachers (p. 409).

Personal Qualities

The suggested, counseling approach starts with, is mediated by, and ends with the teacher, who must first know himself before he can know his students. He must define his own goals and be aware of his own strengths and weaknesses. The strengths should enhance his teaching skills, and the weaknesses should not hinder his professional growth. For both the teacher and the counselor, personal

qualities are just as important as professional qualities. Among the necessary qualities that both should possess, the following ones, directly related to effective counseling, are of outstanding importance.

1. Personal maturity and integrity
2. Emotional stability (psychological maturity)
3. Love for and interest in others
4. Scholastic and social intelligence
5. Sincerity, open mindedness, and broad-mindedness
6. Sympathetic, empathetic attitudes
7. Self-understanding, self-confidence, self-acceptance
8. Friendliness, tolerance, warmth
9. Belief in the dignity and worth of the individual
10. Personal commitment and professional integrity
11. Patience, understanding, tact, and a sense of fair play
12. Discriminative judgment but non-judgmental attitude
13. A pleasant demeanor and a sense of humor
14. Calmness, courtesy, sensitivity to others' feelings
15. Understanding of and respect for human values
16. Understanding of psychological behavior and the developmental stages of life
17. Adequate firmness and assertiveness; flexibility
18. Perceptive organization, understanding of learning principles
19. Awareness of the beauties and joys as well as the tears and sorrows of life and living
20. Ability to listen as well as to keep silent
21. Faith in God

The same as with counselors, the second language teacher must be prepared psychologically, intellectually, and philosophically, inasmuch as he is constantly concerned with more than just techniques of subject matter. He must often deal with psychological relations, problems of sensitivity, feelings, self-identity, and self-worth. This has been found to be especially true when teaching English to speakers of other languages.

The teacher of English to speakers of other languages has a special trust, and a special responsibility. The student who comes to us exposes more than just his lack of command of a subject. So deeply is language bound up with a person's sense of self-identity and self-worth, that the chances for psychological and social damage to students in the teaching process are very great. (Saville-Troike, 1976, p. vii)

Stating minimum qualities that second language teachers of "students who are linguistically and culturally different," must possess, Saville-Troike says that they must:

- Be genuinely interested in the education of students regardless of their linguistic and cultural background
- Be supportive of the goals and processes of multi-cultural education
- Be understanding and accepting of linguistic and cultural diversity
- Be respectful of students' personal, family, and community identities
- Be sensitive to individual and group needs and feelings.

(p. 138)

These qualities are very much related to those traditionally identified with counselors. Saville-Troike further emphasizes that "teachers without these qualities should not be teaching bilingual students" (p. 138). This emphasis is especially timely in view of the fact that bilingual students are really second language learners and as such face many of the same problems that second/foreign language learners face.

Psychological understanding lies at the foundation not only of effective counseling but of effective language teaching as well. In proportion to how well the language teacher understands the practical dynamics of human behavior, he is better able to aid his students in coping with various psycho-socio-cultural factors related to their second language learning. Thus, as would a regular counselor, the second language teacher must seek to know, understand, and accept non-judgmentally his students where they are and for what they are. This knowledge comes through observation, testing, general teacher-student interaction, and through both group and private one-to-one interchange. The knowledge comes through both cognitive and effective communication between teacher and student, client and counselor. At times the counselor and the language teacher must respond to the behavior and at other times the feelings of the client or the student. Whether it is through intellectualizing or through emotional emphasis, rapport can be established, and understandings can be effected.

There are times when rapport . . . is established more quickly by discovering how he /the client or student/ thinks before wondering how he feels. . . . Behavior incorporates both feelings and thoughts.

Responding to cognitive contents can be an anxiety reduction tool for clients easily threatened by feelings.

Responding to affect with acceptance and understanding can . . . assist the client to incorporate his feelings and perceptions into his self-image.

Responding to affect often is the best way to communicate your warmth and involvement with the client. (Hackney and Nye, 1973, pp. 100-101)

Understanding the Student

It is important that the language teacher understand and accept the student for who or what he is, but "understanding alone is not sufficient" (Hackney and Nye, 1973, p. 128). The student must sense the teacher's understanding before rapport and mutual trust can be established.

Take a case in point. The teacher has perhaps noticed that Student A does not seem to participate in classroom activities, does not volunteer answers, comes to class late, is receiving low grades on tests, resents correction, skips language laboratories constantly, or manifests any number of the following cues heralding some kind of emotional disturbance.

The student may be indicating a psycho-social or socio-cultural problem when he:

1. Resents correction or constructive criticism
2. Does poorly on tests
3. Takes no active part in planning classroom or outside activities
4. Denies knowledge of his own culture or language
5. Skips language laboratories, class on test days, or comes late to class
6. Always is with his own group of like native language speakers
7. Always leaves or comes to class alone
8. Never volunteers answers or even asks questions
9. Talks too much or too little, too loudly, too softly, or too long
10. Often challenges his grade, the method, or textbooks

11. Refuses to answer questions about his country or background
12. Laughs or picks at other students
13. Is careless in doing assignments
14. Seldom or never participates in word drills or pattern practices
15. Watches the teacher or other students with a look of scorn or resentment
16. Refuses to cooperate with group projects
17. Constantly talks out of turn, giving no one else a chance to talk
18. Often asks about things just explained
19. Constantly boasts of accomplishments
20. Expresses feelings of anxiety, fear, or uneasiness
21. Keeps his head down on the desk, reads, or writes during class periods when he should be paying attention to the teacher
22. Complains that the teacher is unfair
23. Seldom follows instructions properly
24. Refuses to try to speak the target language
25. Expresses hatred towards the target language and community
26. Shows up late for or refuses to keep appointments
27. Shows tension or undue timidity
28. Expresses undue overconfidence
29. Refuses to accept socio-cultural differences
30. Constantly criticizes the country and/or its customs, the institution and/or its requirements
31. Expresses fear of failure.

Any of these cues may indicate that the student is experiencing some kind of psychological, social, or cultural trauma in

relation to his language learning experience. The teacher takes note of subsequent reactions, assesses his progress, and carefully observes his behavior. In class the teacher tries to draw the student out and makes a special effort to discover the source of the problem. If little knowledge can be gained through classroom observation, discussion, or activity, an invitation may be given to the student for a private office conference. There, through a one-to-one encounter, student and teacher together may be able to work out the problem, discover some answers, or find some alternatives.

The teacher is demonstrating an interest in the student, is letting him know that he has noticed and cares. The teacher has listened to what the student had to say, has heard both the student's verbal and non-verbal expressions, and has communicated to the student a feeling of empathy and acceptance.

The Art of Listening

Whether it is in the classroom during regular class sessions, before or after class, or in the office, the language teacher must not simply hear, but learn to listen to what the student is saying. He must then communicate to the student that he has heard him. The art of listening is perhaps the most potent, the most useful, the most influential, the most far-reaching of the counseling attending skills--listening actively, progressively, significantly. To listen in the deepest sense of the word is to empathize, to sympathize, to participate with another cognitively, affectively, to reflect his feelings, eventually to understand. Listening extends, sustains, and deepens the knowledge of the student and helps the counselor, or

the language teacher, to know and understand not only what the client, or student, is saying, but how and why he is saying it (Shertzer and Stone, 1974, p. 268).

Relating to the Student

The language teacher's warmth, interest, and acceptance of the student whoever he is and whatever he is; the teacher's willingness to spend time to help solve a problem, or just to listen; will aid in establishing self assurance, the breaking down of prejudices, the opening of confidences, the seeking of alternatives, the alleviating and perhaps eventually the solution of problems.

The teacher, however, must be careful not to allow the students to take advantage of him, to manipulate him, nor to put him on the defensive as regards himself, other colleagues, or members of the class. If a student's problem stems from dissatisfaction with some aspect of the language program, the teacher must be careful not to take sides. He must rather help the student see and understand the many facets involved and where each fits into the program, and what the teacher-student team can do to improve conditions.

If a student's problem is basically himself and his relationship with the target community, the teacher can help him to see where he stands as a part of the community, what the practical alternatives are, and what moves are necessary to change status and opinion. It may be that the student needs special help beyond the realm of the teacher's jurisdiction, be it financial, psychological, social, or health-related. Referral to a further source of help is then feasible.

Because of limited teacher time, it is vital in planning second language programs to include time for counseling. It goes without saying that few regular classroom teachers have time to give so much attention to each student who needs help. Some teachers are not even disposed to do so, granted there were enough time. It is true that the language teacher with an overload of classes, committee meetings, and extracurricular assignments often has little extra time (or even energy, disposition, or inclination) to concern himself with unadjusted or disoriented language students. However, going the second listening/helping mile will eventually make the teaching job easier. The student returns to the classroom happier and more self-assured, if not wiser and more intelligent.

Dealing with Foreign Students

Especially when dealing with foreign or bilingual students, the teacher may have to take the initiative towards establishing effective teacher/student relations. The foreign student is often shy, uncertain as to what to do, confused as to procedure, afraid to ask questions, and reluctant to divulge confidences. He may be awed by the target language system, overwhelmed by "too many" requirements, intimidated by circumstances, or unable to overcome feelings of inferiority.

One foreign student who responded to the Second Language Attitude Questionnaire, reacting to unfortunate brushoffs by some citizens of the target community, lamented: "They don't care about us Orientals. . . . They think we are ignorant. . . ." Counseling and one-to-one interaction with her language teacher helped her to

regain a feeling of self-worth and allay her misgivings and fears. The teacher had to take the initiative in working out the problem.

Another student, confused by the supposed insincerities of phatic communion, finally came to realize and accept the overall meaning of it. A third student, a Western European by birth, in a group interview expressed resentment towards target community attitudes. She felt depressed and left out and vehemently declared that the air of superiority she had found here made her sorry that she had ever come. She concluded that the teacher "could make things so much nicer in the classroom." Feeling sometimes treated as a child who had no dignity or worth, the student was too shy or unwilling to communicate her feelings to the teacher.

A young Indonesian student, confused to the point of totally misunderstanding classroom requirements, failing in her work, and feeling too afraid to go to the teacher for help, eventually overcame her feelings of fear because a teacher recognized her plight, took the initiative to see that she got help, and referred her to a counselor. Through teacher-student interaction, through empathy, understanding, and acceptance, the student found increased self-confidence, the impetus to persevere, and eventual success in her second language experiences.

A Spanish graduate student became discouraged from participating in class because of disparaging comments and snide remarks made about her accent and pronunciation of words. "If the teacher would only try to understand my explanations, respect my efforts . . ." she said. The student was encouraged to look at herself, to

build her own self-confidence, and not to give up. Somehow the teacher did learn to listen, to respect her efforts. The student later reported: "I am in his class again. He's . . . It's better now."

Oftentimes it is the student at fault and not the teacher. Even though the student may realize that he is lacking, that often he is the one at fault, that he is not always doing his assignments or studying as he should; and even though he sometimes looks for the easy way out, he still looks to the teacher for that second mile of help and understanding. That second mile may be just enough to bring about a change.

When asked what they wanted and expected from the teachers, students gave various answers:

We want the teachers to try to understand us, not ridicule.

We want them to take a little more time to listen.

We want them to become more aware of problems facing the foreign student trying to learn another language.

We want them to respect our efforts without lowering their standards.

We want them to be patient with us.

A Finnish student expressed it this way:

If possible, it would be very helpful for the foreign students if teachers, especially those whose first language is English, were made aware of the special difficulties these foreign students face when they come to study in a new setting with a new language and with new customs.

Perhaps teachers could take the first step in approaching the foreign student and finding out what he feels his difficulties are and whether he feels the teacher is really "getting the lesson across" to him.

Many students are probably too afraid or too shy to

approach the instructor and tell him that he, the student, is not comprehending what the teacher is saying or that he is having trouble following through with assignments. I believe the teacher's personal interest in the student's success and comprehension can actually motivate the foreign student to learn the language and advance in his studies. Perhaps the teacher and the student could even make a plan of study especially for the foreign student.

The Teacher and the Bilingual Student

The bilingual student is also a second language learner. As he interacts in a new culture, he faces many, if not more, of the same problems which the traditional second/foreign language learner faces. Here, too, the teacher should take the initiative, using many of the same techniques and approaches employed by the regular second/foreign language teacher.

The bilingual student enters the classroom with a different set of values and experiences, a different background from that of his American classmates. He has been previously enmeshed in another language and culture with perhaps different signs and symbols, concepts, and perceptions. Thomas (1968) describes the case of the Navajo Indian who must gain not only new patterns of thought in his communication, but also new cultural values about himself in an English-speaking environment, things perhaps important in English but not so inherent in his own language. For instance, he must learn the differences in he, she, his, and her as opposed to the usage in Navajo where he, she, and it are represented by the same symbol in verb paradigms. He must even learn the usage and importance of personal greetings such as "Good morning," and "How are you?" since these are not a part of normal Navajo conversation.

The tonal qualities of his native language also cause problems for the Navajo Indian student learning English, inasmuch as tone difference (regular, high, or low) in Navajo may signal a completely different meaning for the same word. Even the concept of family is different, for in English the sister of the mother is always "aunt" instead of "mother" as it may be in Navajo, and the children are "cousins" instead of "brothers." In Navajo the woman uses one term to designate her children or her sister's children, whereas the man uses a different term for daughter and a still different one for son.

Interpreting cultural information may be difficult for the bilingual student. "A great deal of cross-cultural misunderstanding occurs when the 'meanings' of words in two languages are assumed to be the same, but actually reflect differing cultural patterns" (Saville-Troike, 1976, p. 47). Other misunderstandings may occur to the extent which the language reflects a world view or the extent to which it shapes and controls "the thinking of its speakers by the perceptual requirements it makes of them" (p. 46). Citing some examples of how language reflects a world view, Saville-Troike further tells of the Greek and Quechua perception of future and past.

Greek and some dialects of Quechua (an Indian language spoken in Peru and Bolivia) consider the future "behind" you and the past "ahead," instead of the future being "ahead" as it is in English. . . . The Quechuas defend their logic by pointing out that we can "see" the past, but not the future. Since we "see" the past, it must be in front of our eyes, and the future that we cannot "see" is behind. (p. 46)

Problems sometimes arise with bilingual or foreign students when there are conflicting attitudes towards language such as in the tone or level of voice used in the classroom, the way the student

looks (or does not look) at the teacher when talking or listening, the way a student must address the teacher, the status of the teacher, whether he is male or female, and the styles of learning (rote, trial-and-error). The teacher must be aware of the possible existence of these types of attitudes.

Conflicting attitudes toward language create one of the problems in cross-cultural communication between teachers and students. . . . Misunderstandings often occur for this reason. When the differences are understood, they may be used as an educational base. When they are not, they create a formidable barrier to learning. (Saville-Troike, 1976, p. 54)

To teach the bilingual student successfully, the teacher "must be cognizant of these differences and must above all else seek to understand, without disparagement, those ideas, values, and practices different from his own" (Zintz, 1969, p. 29).

The bilingual child may feel out of place in the socioculture of the English, middle-class school, causing him to develop negative attitudes. The negative attitudes "lead to isolation, defensiveness, and anxiety on the part of the bilingual child and in turn bear on his academic achievement" (p. 237). When the teacher is unaware of the chasm that exists between the two cultures, he "inflicts further wounds by causing culture conflict through his teaching approaches and techniques" (Birkmaier, 1972, pp. 237-238).

Because the bilingual student internalizes so much of his behavior in accordance with the demands of his own socioculture, the attitude he develops in the classroom and towards education in general will depend upon his ability to relate his group goals, mores, values, and aspirations to those of the middle class, different culture in which he is placed.

The attitude of the teacher . . . is vital in these circumstances. Unless the teacher is patient and understanding, the student who must learn English as a second language develops insecurity, worry instead of competence, and makes enemies instead of friends for the English language. (Zintz, 1969, p. 6)

The bilingual teacher must have the same stability, scholastic preparation, and professional competence that the traditional second language teacher should possess. According to Baratz (1969), especially in the early stages of the bilingual program, the teacher is the central figure in setting up the instructional tasks. He states:

This role and responsibility gradually shift to the pupils as a group and then to individuals as cognitive, linguistic, and social skills are developed. The teacher's role then becomes that of educational director, advisor, counselor, and strategist.

The teacher must 1) be highly skilled and knowledgeable in the methodology of second language teaching, 2) possess excellent command of the language, 3) be sensitive to the individual circumstances and needs of pupils and make necessary adaptations in materials and instruction, and 4) know current literature, both pedagogical and instructional. (p. 159)

Summarizing the relation that teachers must have with bilingual students, Zintz (1969) says:

Teachers must be continually alert to the differences in languages, values, customs, the whole cultural heritage, and seek to understand the students they teach as real people with all the feelings, attitudes, and emotional responses that make them behave the way they do. Most important is the realization that one way of life or one language for communication is not better, nor superior, and not "more right" than another. (p. 9)

In Conclusion

Will All Students Be Helped?

The suggested approach is recommended for any type of second

or foreign language program, bilingual or otherwise. Certainly, however, the approach does not guarantee that students will suddenly become highly motivated, brilliant learners, nor honor graduates. They may not be inspired prodigies nor even above average students. No miracles will necessarily occur to change the students overnight, but they should be able to continue with their language studies with less anxiety, trauma, and fear of the target language and community. They should be more aware of themselves as learners and of what they themselves can do to function more adequately within the language environment. They will perhaps respect if not love the teacher as the master guide in a challenging language situation.

Understanding the language program--its purposes, objectives, and possibilities--may bring greater satisfaction and agreement with its many facets, lend more credence to its requirements, and stir the student to greater effort. It should help to improve teacher-student relations and lead to a more meaningful implementation of language learning strategies. Through it all, as this study has indicated, both teachers and students agree that there must ever be the "willingness to learn and be taught."

The Place and Importance of Language Affect the "Why" of the Approach

Language teaching and learning comprise a wide and varying range of activities. Language learning--first, second, or foreign--is communication in action. Language learning is a social phenomenon and often psychological trauma. Being rooted in anthropology, controlled by ethnocentricity, tempered by philosophy, and influenced

by psycho-socio-cultural problems, it touches many disciplines. Language is art; it is science; it is technology. Whereas it is the basis of economic exchange, it also makes for productive social transaction. Language may be stable or transitional, uniform or differentiated, simple yet complex, changeable, flexible, functional.

Because world understanding is bound up in an interlocking chain, as it were, of languages and linguistic phenomena, implications are that the study of languages is of growing importance in the educational process.

Without language study and learning, education would have little meaning. If understanding the language brings greater understanding of the peoples who speak the language, then the study of languages is just one more step forward to world peace and progress.

In this age of anxiety, "peace" is more than a slogan; it is a desperate need of our people; and it is self-evident that a study of foreign languages and foreign cultures provides the best means of fostering international understanding. This is the need of our time and the responsibility of our educators. (AU Counseling and Testing Center, 1977, p. 1)

The importance of linguistic skills was stressed in a Pacific Union Conference (1966) syllabus for teaching German in a citation from James B. Conant: "In a world in which this country must be ever conscious of other nations, linguistic skills are as important as mathematical ability and scientific and artistic talent" (p. i).

Garvin (1974) agrees with Conant when he says that "the significance of our society's preoccupation with matters of language should not be underestimated since . . . language is the most important meeting ground of sciences and of letters" (p. 2889). Garvin

further feels that others besides second and foreign language teachers need to be concerned about language. He says:

The second or foreign language teacher is not the only one who needs to know about language, but so does the speech correctionist, the composition teacher, the literary artist, the literary critic, the psychologist, the anthropologist, the missionary, the historian, the philosopher, the communication engineer. (pp. 2899-2900)

Since in the study of other languages, some emphasis is placed upon understanding the culture of the people who speak those languages, the second language student and the teacher can be a reinforcement for more tolerant attitudes towards other peoples and cultures. Studying another language also makes communication more meaningful. This was reiterated in a presidential proclamation quoted in La Sociedad de Amigos Hispanos (May, 1977) concerning National Foreign Language Week:

Friendly and peaceful relations among nations depend greatly on improved communication between their individual citizens. Becoming fluent in another language is one of the finest ways of achieving such improved communication and promoting better international understanding and goodwill. (p. 1)

According to an old proverb, "He who knows two languages is worth twice as much." Can it also be that "he who knows no foreign languages, knows nothing about his own" (Von Goethe, quoted in Pacific Union Conference syllabus, 1966, p. i)? Can it be that the dynamics involved in learning and knowing one's own language well are basic to understanding and accepting not only the languages of other people, but basic to accepting those people and their cultures as well? Can knowing one's own language well help one to feel less threatened when he has to learn another?

Teacher-Student Interaction: A Foolproof Remedy?

The study herein presented is just one more addition to the long list of investigations, statistical analyses, conclusions, and recommendations concerning the teaching and learning of languages. Despite the many methods, techniques, and approaches that have been tried, some with success, some to no avail, the foolproof remedy for all language ills has yet to be found.

Not all students will be changed, no matter what the approach. As borne out by the study ratings, motivation is the most important key. The teacher may do all that is possible to implement any approach, but the student must do his part. He, too, must go the second mile. He must be willing to learn, if not at first, then eventually. As Allen (1974) says:

The desire to learn or the need to know is a deep-rooted force which a human being either possesses or lacks. Students who are motivated will want to learn even if their teacher is ineffective. Conversely, it is very difficult, almost impossible, to teach students who are bored or who do not want to learn. (p. 2)

So it is that the teacher and student must work together. The unique combination of a second or foreign language teacher as a pleasant, understanding, conscientious, and empathetic guide, well-trained in psychological foundations and language methodology, and in the art of imparting knowledge; the motivated learner who is willing to learn and be taught, willing to become an integral part of the target community, one who takes advantage of opportunities to practice the language both in and out of the classroom; and a pleasant learning climate will strengthen any second/foreign language

program and make for happier, more stable, more successful second language students.

The teacher and student working together can bring understanding out of confusion, confidence out of uncertainty, hope out of defeat, and competence out of failure. When attitudes change from negative to positive, progress is imminent.

Suggestions for Further Research

Many questions concerning second language learning and teaching are yet to be answered despite the vast volume of theory and research. Perhaps the following suggestions for further investigation might lead towards answering some of the questions which still remain.

1. Compare language attitudes of students in ESL programs in the United States with those in EFL programs overseas. Such a study might determine if there is a significant difference in attitudes when English is learned in a setting where it is the language of the community, and when it is learned in a setting where it is heard primarily in the classroom. In which setting are the students more amenable to its learning? Can the same methodologies, techniques, and approaches be used in dealing with the psycho-socio-cultural attitudes? What are some of the major influences upon each program?

2. Replicate this study with other Seventh-day Adventist college students and with non-Seventh-day Adventist college students in the United States. Compare the results with those of the present study to see if the attitudes differ with a change in campus setting.

Do the basic religious philosophies affect the attitudes towards the language?

3. Test the effectiveness of the suggested counseling approach. A class might be divided into two matched sections to be used as experimental and control groups. The counseling strategies (the treatment) might be used with one section and not with the other.

The approach may be extended to include two separate classes. It may also be tested with a single classroom as a whole, using the one-group, pretest-posttest design. The pretest and the posttest might be attitude questionnaires. The treatment would be the use of the counseling approach.

4. Assess the attitudes of Seminary language students and compare them with those of modern language students. This might determine what differences there are in attitudes of students learning a language for oral, current use and of those learning a language primarily for reading or research purposes.

5. Factor analyze the fifty-nine factors on the Factor Rating List to see how the variables cluster on rotations of three, four, five, six, and seven factors. Compare the items loading on each of the factors with the classifications of the items.

6. Construct an instrument to measure the extent of the importance of particular factors related to language learning to individual students. This would perhaps give some idea of the importance of the factors in the particular language setting and serve as a guide to the teacher for understanding and helping individual students.

7. Compare an experimental and a control group as to differences in orientations towards second language learning (e.g., instrumental vs. integrative values). The treatment would be the emphasis on the two types of orientations. This might indicate the strength of the orientations in a particular setting. Are the orientations of equal importance? Does a particular setting influence the type of orientation?

8. Investigate the most frustrating aspects of each language group. A questionnaire or a self-help report or inventory might be used to determine what the frustrations are. Are there frustrations peculiar to a particular language group?

9. Compare poorly motivated students in each language group; compare highly motivated students in each language group. Try to discover commonalities. Knowing commonalities may give some insight into the motivational process necessary for successful language teaching and learning.

10. Devise an instrument to assess definite psycho-social or socio-cultural problems an individual student is having, or to assess definite attitudes. Such an instrument would be very useful as a diagnostic tool. Knowing what the problems are and being aware of the implications involved would make it easier for the teacher to counsel with the student.

11. Correlate language attitudes with language performance in the classroom. This might give some insight into the influence that attitudes have upon performance.

12. Investigate the influence of non-verbal communication in

various cultures upon the learning of a second language. Extralinguistic elements such as non-verbal, vocal acts; gestures; and spatial and temporal behaviors influence language learning (Poyatos, 1976, p. 49).

The teacher would benefit from knowing whether his own voice qualities, voluntary or involuntary gestures or behaviors, the total context of his body communication, conscious or unconscious, are significantly affecting the language learning atmosphere. Experimenting with a variation of extralinguistic elements might make the teacher more aware of how they relate to the total atmosphere of the language classroom. These might be combined with current techniques emphasizing the nonverbal behavior on the part of the student, the emphasis on paralanguage, kinesics, music, soft lights, and other media to affect the psychological mood of the second language student.

13. Devise a self-report instrument for teachers to assess their own attitudes towards students of other languages. Teachers must be aware of their own feelings, ideologies, and psycho-social attitudes before they can really understand those of students of other languages and cultures.

Summary

This chapter was divided into two main sections of recommendations: (1) a Counseling Approach for Language Teaching (CALT), and (2) suggestions for further research. The counseling approach may be used in conjunction with any language teaching method or technique to aid in the understanding and alleviating of psycho-social-cultural

problems influencing the learning of a second language.

The first section gave the rationale for the approach, its meaning and application; the foundations for counselor/teacher interchange as exemplified in basic counseling assumptions and basic teaching principles; and the general emphasis of the approach. A general outline gave an overview of the counseling approach, while an expanded outline presented the approach in more detail. This included a discussion of the seven phases of the counseling approach. Also included was a discussion of the teacher implementation of the approach. Specific suggestions were given for dealing with the foreign and the bilingual student.

The concluding portion of the first section dealt with the adequacy of the counseling approach to help the student and to establish rapport between the teacher and the student. Also presented was a discussion of the place and importance of language upon the why of the approach.

The second section introduced a number of suggestions for further research and what the particular research might accomplish.

APPENDIX A
COVERING LETTER

Andrews University
Berrien Springs, Michigan 49103
May 8, 1978

Dear _____:

The learning of a second or a foreign language is a very important part of the course of study at Andrews University, particularly with respect to the large number of students and personnel here who have learned English as a second language.

As part of my doctoral research, I wish to make a study of some of the problems, attitudes, concerns, and activities of students who are learning a second language (English, French, Spanish, and German) at Andrews University.

According to the literature, the factors listed on the attached sheets are influential in the learning of a second or a foreign language. You will find that many of the factors overlap, are very closely related, or may even seem to be the very same.

I would appreciate your helping me to classify these factors according to whether or not they are psycho-social or socio-cultural, or related to aptitude; and to rate them according to their relative importance in the learning of a second or a foreign language.

If there are other factors which you feel should be included, please add them to the list, classify, and rate them. More detailed instructions are given on page one of the Factor Rating List.

Thank you very much for your cooperation.

Sincerely yours,

A handwritten signature in cursive script that reads "Dora M. Rodgers". The signature is written in dark ink and is positioned below the typed name.

Dora M. Rodgers
Doctoral Program
Educational and Counseling Psychology
English as a Second Language

APPENDIX B
INSTRUMENTS

FACTOR RATING LIST

Please classify the following factors as indicated:

1. Primarily psycho-social or socio-cultural.
2. Primarily related to aptitude.
3. Not primarily psycho-social or socio-cultural nor related to aptitude, but more related to such categories as age, method of instruction, etc.

If you feel that the factor is primarily psycho-social or socio-cultural, (related to psychological, sociological, or cultural attitudes, actions, or interests), write the number 1 in the first box. If the factor is primarily related to aptitude, write the number 2 in the first box. If the factor is primarily related to any other category, write the number 3 in the first box.

Please rate the factors according to their importance in the learning of a second or a foreign language. On the scale of 1 - 5, unimportant = 1; extremely important = 5. Write the number of your rating in the second box.

Unimportant - 1 2 3 4 5 - Extremely important

		<u>Classification</u>	<u>Rating of Importance</u>
<u>EXAMPLES:</u>	(a) Use of classroom audio-visual materials (Related to methods; average importance)	(a) <u>3</u>	<u>3</u>
	(b) I. Q. scores (Primarily aptitude; average importance)	(b) <u>2</u>	<u>3</u>
	(c) Fear of rejection (Primarily psycho-social; extremely important)	(c) <u>1</u>	<u>5</u>

Note: Unless otherwise indicated, please consider the factors from the student's point of view. Target language refers to the second or foreign language being learned.

If there are any other factors which you feel should be included, please add them to the list, classify, and rate them. Thank you very much for your cooperation.

=====

PLEASE INDICATE:

Your native language: _____

Other languages you speak or read or understand: _____

If you have taught any languages (including English), please indicate which: _____

Position/occupation (You may check more than one).

Teacher ☐

Administrator ☐

Student ☐

Other ☐

Specify _____

FACTOR RATING LIST

FACTORS INFLUENCING THE LEARNING OF A SECOND OR A FOREIGN LANGUAGE

Please classify and rate the following factors according to instructions given on page 1.

- Classification:
1. Primarily psycho-social or socio-cultural
 2. Primarily related to aptitude
 3. Not primarily psycho-social or socio-cultural, nor related to aptitude

Rating: 1 - 5

Unimportant - 1 2 3 4 5 - Extremely important

<u>Factor</u>		<u>Classification</u>	<u>Rating</u>
1. General method and focus of instruction	(1)	<input type="checkbox"/>	<input type="checkbox"/>
2. Orientation towards learning in general (study habits; study time)	(2)	<input type="checkbox"/>	<input type="checkbox"/>
3. General intellectual ability	(3)	<input type="checkbox"/>	<input type="checkbox"/>
4. Anxiety	(4)	<input type="checkbox"/>	<input type="checkbox"/>
5. Culture stress/culture shock	(5)	<input type="checkbox"/>	<input type="checkbox"/>
6. Interference of mother tongue	(6)	<input type="checkbox"/>	<input type="checkbox"/>
7. Attendance	(7)	<input type="checkbox"/>	<input type="checkbox"/>
8. Age and time of learning	(8)	<input type="checkbox"/>	<input type="checkbox"/>
9. Creativity	(9)	<input type="checkbox"/>	<input type="checkbox"/>
10. Student's competence in own language	(10)	<input type="checkbox"/>	<input type="checkbox"/>
11. Status of target language in the particular country	(11)	<input type="checkbox"/>	<input type="checkbox"/>
12. Inability to listen effectively (lack of skill in aural analysis)	(12)	<input type="checkbox"/>	<input type="checkbox"/>
13. Practice or lack of practice	(13)	<input type="checkbox"/>	<input type="checkbox"/>
14. "Life style" of student	(14)	<input type="checkbox"/>	<input type="checkbox"/>
15. Design of teaching materials	(15)	<input type="checkbox"/>	<input type="checkbox"/>

	<u>Classification</u>	<u>Rating</u>
16. Quantity of instruction	(16) <input type="checkbox"/>	<input type="checkbox"/>
17. Quality of instruction	(17) <input type="checkbox"/>	<input type="checkbox"/>
18. Educational necessity of learning second language (course requirement/job requirement)	(18) <input type="checkbox"/>	<input type="checkbox"/>
19. Personality factors/emotional conditions	(19) <input type="checkbox"/>	<input type="checkbox"/>
20. Ego-strength/ego permeability	(20) <input type="checkbox"/>	<input type="checkbox"/>
21. Overexposure to substandard pronunciation	(21) <input type="checkbox"/>	<input type="checkbox"/>
22. Parental attitudes and influence	(22) <input type="checkbox"/>	<input type="checkbox"/>
23. Socio-economic status of family	(23) <input type="checkbox"/>	<input type="checkbox"/>
24. Degree of acculturation (time spent in atmosphere of target language)	(24) <input type="checkbox"/>	<input type="checkbox"/>
25. Teacher unfamiliarity with student's native language and culture	(25) <input type="checkbox"/>	<input type="checkbox"/>
26. Cultural alienation of target language community	(26) <input type="checkbox"/>	<input type="checkbox"/>
27. Student's evaluation of teacher	(27) <input type="checkbox"/>	<input type="checkbox"/>
28. Student's evaluation of target language	(28) <input type="checkbox"/>	<input type="checkbox"/>
29. Self-blame or self-rejection	(29) <input type="checkbox"/>	<input type="checkbox"/>
30. Desire to improve standard of living/attain upward social mobility	(30) <input type="checkbox"/>	<input type="checkbox"/>
31. Desire to identify with target community	(31) <input type="checkbox"/>	<input type="checkbox"/>
32. Teacher attitudes and general sensitivity to student's age, interest, background	(32) <input type="checkbox"/>	<input type="checkbox"/>
33. Fear of failure	(33) <input type="checkbox"/>	<input type="checkbox"/>
34. Student's rejection of his/her native culture	(34) <input type="checkbox"/>	<input type="checkbox"/>
35. Nationalistic and ethnic attitudes	(35) <input type="checkbox"/>	<input type="checkbox"/>
36. Curiosity	(36) <input type="checkbox"/>	<input type="checkbox"/>
37. Failure to see utility of learning target language	(37) <input type="checkbox"/>	<input type="checkbox"/>
38. Desire for easy credit	(38) <input type="checkbox"/>	<input type="checkbox"/>
39. Community integration and social interaction	(39) <input type="checkbox"/>	<input type="checkbox"/>
40. Willingness to learn and be taught	(40) <input type="checkbox"/>	<input type="checkbox"/>

	<u>Classification</u>	<u>Rating</u>
41. Isolation in "special classes"	(41) <input type="checkbox"/>	<input type="checkbox"/>
42. Strong authoritarian attitudes	(42) <input type="checkbox"/>	<input type="checkbox"/>
43. Auditory memory/auditory discrimination	(43) <input type="checkbox"/>	<input type="checkbox"/>
44. Teacher's demand for accuracy	(44) <input type="checkbox"/>	<input type="checkbox"/>
45. Linguistic aptitude	(45) <input type="checkbox"/>	<input type="checkbox"/>
46. Analytical ability	(46) <input type="checkbox"/>	<input type="checkbox"/>
47. Skill in mimicry	(47) <input type="checkbox"/>	<input type="checkbox"/>
48. Interest in language learning	(48) <input type="checkbox"/>	<input type="checkbox"/>
49. Previous language experiences	(49) <input type="checkbox"/>	<input type="checkbox"/>
50. Pressures from home or the employing agency to finish quickly and return	(50) <input type="checkbox"/>	<input type="checkbox"/>
51. Prior orientation to utilitarian qualities of the second language	(51) <input type="checkbox"/>	<input type="checkbox"/>
52. Acceptance of classmates	(52) <input type="checkbox"/>	<input type="checkbox"/>
53. Hostility and resentment towards institution	(53) <input type="checkbox"/>	<input type="checkbox"/>
54. Preparation (educational level) of teacher	(54) <input type="checkbox"/>	<input type="checkbox"/>
55. Classroom atmosphere	(55) <input type="checkbox"/>	<input type="checkbox"/>
56. Hatred of target language and culture	(56) <input type="checkbox"/>	<input type="checkbox"/>
57. Personal prestige/increase of social status	(57) <input type="checkbox"/>	<input type="checkbox"/>
58. Desire to travel and interact with another culture	(58) <input type="checkbox"/>	<input type="checkbox"/>
59. Feelings of rejection by target community or host country	(59) <input type="checkbox"/>	<input type="checkbox"/>

PLEASE LIST, CLASSIFY, AND RATE ANY OTHER FACTORS WHICH SHOULD BE INCLUDED

60. _____	(60) <input type="checkbox"/>	<input type="checkbox"/>
61. _____	(61) <input type="checkbox"/>	<input type="checkbox"/>
62. _____	(62) <input type="checkbox"/>	<input type="checkbox"/>
63. _____	(63) <input type="checkbox"/>	<input type="checkbox"/>
64. _____	(64) <input type="checkbox"/>	<input type="checkbox"/>
65. _____	(65) <input type="checkbox"/>	<input type="checkbox"/>

PLEASE RANK THE FOLLOWING CATEGORIES IN ORDER OF IMPORTANCE IN THE LEARNING OF A SECOND OR A FOREIGN LANGUAGE, 1 - 6.

Most important = 1

Least important = 6

66. Aptitude 67. Motivation 68. Age
 69. Empathy 70. Methodology 71. Attitude

PLEASE WRITE ANY CONCERNS OR SUGGESTIONS THAT YOU HAVE ABOUT THE LEARNING OF A SECOND LANGUAGE (English, French, Spanish, or German) HERE AT ANDREWS UNIVERSITY.

ADDITIONAL COMMENTS -

SECOND LANGUAGE ATTITUDE QUESTIONNAIRE

The purpose of the following questionnaire is to obtain an idea of some of the problems, attitudes, concerns, and activities of students who are learning a second language at Andrews University. Check (✓) or write the appropriate response or circle the number which applies to you.

Do not sign your name. This questionnaire will not affect your class grade. Thank you for your cooperation.

PART I -- GENERAL BACKGROUND

1. Your native language. _____
2. Other languages you speak or understand. _____
3. Your present grade level:

Secondary (Academy) _____	Graduate _____
College: Fr. _____ So. _____ Jr. _____ Sr. _____	Special _____
4. Major. _____
5. Minor. _____
6. What languages have you studied in school besides your native language? _____
7. Approximate age you first started studying English in school:

Under 5 years _____	Ages 11 - 15 _____	Ages 21 - 30 _____
Ages 5 - 10 _____	Ages 16 - 20 _____	Over 30 _____
8. How did you learn most of your English?

a. Travel _____	e. Armed Services _____
b. Visitors in home _____	f. Radio or TV _____
c. Playmates _____	g. School _____
d. Private tutors _____	h. Other _____

(Give circumstance)
9. How well do you know the grammar of your own native language?

Very well _____	Fairly well _____	Not so well _____
-----------------	-------------------	-------------------
10. Your parents' highest level of education.

<u>Father:</u> Elementary _____ Secondary _____ College _____ Graduate _____ Other _____	<u>Mother:</u> Elementary _____ Secondary _____ College _____ Graduate _____ Other _____
--	--
11. Father's occupation _____ Mother's occupation _____
12. If you were not born in the United States,
 - a. How long have you lived here in the U. S.? _____
 - b. Do you like living in the United States? Yes _____ No _____ Sometimes _____
 - c. Where were you born? _____ Your home country now? _____
 - d. Do you plan to return permanently to your own country to live? Yes _____ No _____ Not sure _____

PART II -- INTEREST IN ENGLISH (Reasons for Studying English)

Show the importance of your interest by circling one of the numbers.

- 3 -- Very important
 2 -- Slightly important
 1 -- Not important

1. I am studying English

a. because I enjoy it.	1. (a) 3 2 1
b. so I can understand textbooks in English.	(b) 3 2 1
c. because I was given no choice in the matter.	(c) 3 2 1
d. because I need it for my course requirements.	(d) 3 2 1
e. because I want a good grade to help my grade point average.	(e) 3 2 1
2. English is necessary for my life career.

2. 3 2 1

3. I want to learn English

a. so I can understand radio and TV broadcasts in English.	3. (a) 3 2 1
b. so I can read books, magazines, newspapers in English.	(b) 3 2 1
c. so I can write letters in English.	(c) 3 2 1
d. so I can talk with persons who speak English.	(d) 3 2 1
e. because I feel left out when others are speaking in English and I do not understand what they are saying.	(e) 3 2 1
f. so I can understand American customs.	(f) 3 2 1
g. so I can have more friends who speak English.	(g) 3 2 1
h. so I can read religious publications in English.	(h) 3 2 1
4. Members of my family understand English, and I want to understand it, too.

4. 3 2 1

PART III -- IMPORTANCE OF ENGLISH

Circle the number which shows the importance of English to you.

- 3 -- Very important (Strongly agree)
 2 -- Slightly important (Agree)
 1 -- Not important (Disagree)

- | | | | | |
|---|---------|---|---|---|
| 1. English is very important in the world today. | (1) -- | 3 | 2 | 1 |
| 2. I need to know English in my course of study. | (2) -- | 3 | 2 | 1 |
| 3. I need to know English to get a good job. | (3) -- | 3 | 2 | 1 |
| 4. English is spoken by persons who are close to me. | (4) -- | 3 | 2 | 1 |
| 5. Studying English will help me to learn another foreign language later on. | (5) -- | 3 | 2 | 1 |
| 6. Knowing English will help me to make more friends with English-speaking persons. | (6) -- | 3 | 2 | 1 |
| 7. Studying English will help me to understand the way of life of people who speak English. | (7) -- | 3 | 2 | 1 |
| 8. Knowing English will make me more important in my country. | (8) -- | 3 | 2 | 1 |
| 9. Studying English will help me to understand my own native language better. | (9) -- | 3 | 2 | 1 |
| 10. Knowing English will make me more important socially. | (10) -- | 3 | 2 | 1 |
| 11. English is prettier (sounds better, is more musical, etc.) than other foreign languages I could have studied. | (11) -- | 3 | 2 | 1 |

PART IV -- ATTITUDES

Circle the number which is correct for you.

- 4 -- Very important (Very true; strongly agree)
 3 -- Slightly important (True; agree)
 2 -- Unimportant (Disagree)
 1 -- Strongly Disagree

- | | | | | | |
|--|---------|---|---|---|---|
| 1. I like studying English. | (1) --- | 4 | 3 | 2 | 1 |
| 2. The grades I get in English are usually better than those in most of my other subjects. | (2) -- | 4 | 3 | 2 | 1 |
| 3. I like English more than most other subjects. | (3) -- | 4 | 3 | 2 | 1 |
| 4. I would like to continue studying English after the end of this quarter. | (4) -- | 4 | 3 | 2 | 1 |
| 5. English gets more interesting all the time. | (5) -- | 4 | 3 | 2 | 1 |
| 6. English is a hard subject for me. | (6) -- | 4 | 3 | 2 | 1 |
| 7. I hope that I will be able to speak English well very soon. | (7) -- | 4 | 3 | 2 | 1 |
| 8. I really don't need to learn English for my career. | (8) -- | 4 | 3 | 2 | 1 |
| 9. English is too difficult for me. | (9) -- | 4 | 3 | 2 | 1 |
| 10. I think that everyone should learn English. | (10) -- | 4 | 3 | 2 | 1 |
| 11. I don't like studying English. | (11) -- | 4 | 3 | 2 | 1 |
| 12. I don't spend enough time studying English. | (12) -- | 4 | 3 | 2 | 1 |
| 13. My parents want me to learn English. | (13) -- | 4 | 3 | 2 | 1 |
| 14. I prefer to work than study English. | (14) -- | 4 | 3 | 2 | 1 |
| 15. I don't like studying English. | (15) -- | 4 | 3 | 2 | 1 |
| 16. I wish I didn't have to take an English class. | (16) -- | 4 | 3 | 2 | 1 |
| 17. Everyone should learn English. | (17) -- | 4 | 3 | 2 | 1 |
| 18. I am afraid to speak English because I might make a mistake. | (18) -- | 4 | 3 | 2 | 1 |
| 19. I would enjoy living in an English-speaking country. | (19) -- | 4 | 3 | 2 | 1 |
| 20. There are many subjects more important to learn at school than English. | (20) -- | 4 | 3 | 2 | 1 |
| 21. I sometimes feel bad when the teacher corrects my pronunciation. | (21) -- | 4 | 3 | 2 | 1 |
| 22. I want to use English in my life career. | (22) -- | 4 | 3 | 2 | 1 |
| 23. I really want to learn to speak English correctly. | (23) -- | 4 | 3 | 2 | 1 |
| 24. I do not want to live permanently in an English-speaking country. | (24) -- | 4 | 3 | 2 | 1 |
| 25. I want to learn English so that I may become an American citizen. | (25) -- | 4 | 3 | 2 | 1 |
| 26. I don't think students should be made to study English if they do not want to. | (26) -- | 4 | 3 | 2 | 1 |
| 27. I wish I had more time to study English. | (27) -- | 4 | 3 | 2 | 1 |
| 28. I do not like to study in general. | (28) -- | 4 | 3 | 2 | 1 |
| 29. Studying English is boring. | (29) -- | 4 | 3 | 2 | 1 |
| 30. I want to continue studying English next quarter. | (30) -- | 4 | 3 | 2 | 1 |
| 31. I am studying English only because it is required. | (31) -- | 4 | 3 | 2 | 1 |
| 32. I do not think that I shall ever learn to speak English well. | (32) -- | 4 | 3 | 2 | 1 |
| 33. I will be glad when I don't have to study English any more. | (33) -- | 4 | 3 | 2 | 1 |
| 34. I want to speak English like a native speaker. | (34) -- | 4 | 3 | 2 | 1 |
| 35. I feel bad when I say the wrong thing and someone corrects me. | (35) -- | 4 | 3 | 2 | 1 |
| 36. I do not need to take any more English language classes. | (36) -- | 4 | 3 | 2 | 1 |

- | | | | | | |
|---|---------|---|---|---|---|
| 37. School is monotonous and boring. | (37) -- | 4 | 3 | 2 | 1 |
| 38. I plan to continue studying English but at a different school. | (38) -- | 4 | 3 | 2 | 1 |
| 39. Studying English takes too much of my time. | (39) -- | 4 | 3 | 2 | 1 |
| 40. I have a special talent for learning foreign languages. | (40) -- | 4 | 3 | 2 | 1 |
| 41. When I learn to speak English well, I want to forget my own language. | (41) -- | 4 | 3 | 2 | 1 |
| 42. Studying English has been a waste of my time. | (42) -- | 4 | 3 | 2 | 1 |
| 43. Studying English costs me too much money. | (43) -- | 4 | 3 | 2 | 1 |
| 44. My parents don't care if I learn English or not. | (44) -- | 4 | 3 | 2 | 1 |
| 45. I wish I knew the grammar of my own native language better. | (45) -- | 4 | 3 | 2 | 1 |
| 46. Learning English is fun. | (46) -- | 4 | 3 | 2 | 1 |

PART V -- ENGLISH ACTIVITIES OUTSIDE OF SCHOOL

How often do you participate in the following activities?

- 3 -- Often
2 -- Sometimes
1 -- Rarely or never

- | | | | | |
|--|--------|---|---|---|
| 1. Read English books, newspapers, or magazines. | (1) -- | 3 | 2 | 1 |
| 2. Listen to English radio programs. | (2) -- | 3 | 2 | 1 |
| 3. Watch TV programs in English. | (3) -- | 3 | 2 | 1 |
| 4. Watch movies in English. | (4) -- | 3 | 2 | 1 |
| 5. Talk with people who speak English. | (5) -- | 3 | 2 | 1 |
| 6. Visit an English-speaking country. | (6) -- | 3 | 2 | 1 |
| 7. Write letters in English. | (7) -- | 3 | 2 | 1 |
| 8. Attend church services in English. | (8) -- | 3 | 2 | 1 |

PART VI -- ASPECTS OF LEARNING ENGLISH (SATISFACTION)

A. How satisfied are you with your English language class?

- 4 -- Very satisfied
3 -- Fairly satisfied/satisfied
2 -- Dissatisfied
1 -- Very dissatisfied

- | | | | | | |
|---|---------|---|---|---|---|
| 1. Textbooks you are using for the class. | (1) -- | 4 | 3 | 2 | 1 |
| 2. Classroom activities. | (2) -- | 4 | 3 | 2 | 1 |
| 3. Skills taught in the course. | (3) -- | 4 | 3 | 2 | 1 |
| 4. The language laboratory. | (4) -- | 4 | 3 | 2 | 1 |
| 5. Homework you are assigned. | (5) -- | 4 | 3 | 2 | 1 |
| 6. Opportunities you have to practice the language. | (6) -- | 4 | 3 | 2 | 1 |
| 7. Information you receive from your teacher about your progress. | (7) -- | 4 | 3 | 2 | 1 |
| 8. The way your progress is evaluated (such as grades, etc.). | (8) -- | 4 | 3 | 2 | 1 |
| 9. The total amount of time you have for study. | (9) -- | 4 | 3 | 2 | 1 |
| 10. The teacher's personality. | (10) -- | 4 | 3 | 2 | 1 |
| 11. The teacher's willingness to help you. | (11) -- | 4 | 3 | 2 | 1 |
| 12. The attitudes of your classmates. | (12) -- | 4 | 3 | 2 | 1 |
| 13. Anything else about the class. (Please specify): | (13) -- | 4 | 3 | 2 | 1 |

B. How do you feel about the following?

- 4 -- Strongly agree
3 -- Agree
2 -- Disagree
1 -- Strongly disagree

- | | | | | | |
|--|---------|---|---|---|---|
| 1. The teacher places too much emphasis on speaking correctly. | (1) -- | 4 | 3 | 2 | 1 |
| 2. It is better to be able to express my thoughts in English than to worry about speaking correctly. | (2) -- | 4 | 3 | 2 | 1 |
| 3. Students should help to plan classroom activities. | (3) -- | 4 | 3 | 2 | 1 |
| 4. The class should be organized in a different way. | (4) -- | 4 | 3 | 2 | 1 |
| 5. To be good in English, students must have a special talent for language. | (5) -- | 4 | 3 | 2 | 1 |
| 6. I do not have this special talent. | (6) -- | 4 | 3 | 2 | 1 |
| 7. We should study more of the culture of English-speaking people. | (7) -- | 4 | 3 | 2 | 1 |
| 8. I feel afraid when I try to speak English. | (8) -- | 4 | 3 | 2 | 1 |
| 9. If I study English and the American culture too much, I might forget my own language and culture. | (9) -- | 4 | 3 | 2 | 1 |
| 10. Some things in the American culture are not as good as I had thought they were. | (10) -- | 4 | 3 | 2 | 1 |
| a. This bothers me and makes me worry. | (a) -- | 4 | 3 | 2 | 1 |
| b. Knowing this interferes with my progress. | (b) -- | 4 | 3 | 2 | 1 |
| 11. I want to make the following comments about the study of English and the English language class. | | | | | |

1. When I have an assignment to do in English, I

- ☐ a. do it immediately when I start studying.
- ☐ b. become completely bored.
- ☐ c. put it off until all my other studying is done.
- ☐ d. none of these (Explain): _____

2. During English classes, I usually

- ☐ a. become completely bored.
- ☐ b. daydream about other things.
- ☐ c. become interested in the subject matter.
- ☐ d. become sleepy or tired.

3. If I had the opportunity and knew enough English, I would converse in English with other English speakers:

- ☐ a. as often as I could.
- ☐ b. fairly regularly.
- ☐ c. probably not very often.
- ☐ d. never.

4. After I have been studying English for a short time, I find that I

- ☐ a. am interested enough to get the assignment done.
- ☐ b. become very interested in what I am studying.
- ☐ c. begin to think about other things.
- ☐ d. don't usually get the assignment done.

5. I find studying English

- ☐ a. not interesting at all.
- ☐ b. no more interesting than most subjects.
- ☐ c. very interesting.

6. Compared to the other persons in my English class, I think that I

- ☐ a. do less studying than most of them.
- ☐ b. study about as much as most of them.
- ☐ c. do more studying than most of them.

7. I think about the words and ideas which I learn about in my English classes:

- ☐ a. once in awhile.
- ☐ b. hardly ever.
- ☐ c. very frequently.

8. On the average, I spend about the following amount of time doing English homework or studying outside of class:

- ☐ a. less than 1 hour per week.
- ☐ b. 1 - 3 hours per week.
- ☐ c. 4 - 6 hours per week.
- ☐ d. 7 - 10 hours per week.
- ☐ e. more than 10 hours per week.

9. After I finish college, I will probably:

- ☐ a. try to use my English as much as possible.
- ☐ b. not try to remember my English.
- ☐ c. continue to improve my English (e. g., daily practice, reading, etc.).
- ☐ d. none of these (Explain): _____

10. Place a check mark anywhere along the line below to indicate how much you like English compared to all your other courses:

English is my most preferred course.	' ' ' ' ' ' '	English is my least preferred course.
	6 5 4 3 2 1	

APPENDIX C
STATISTICAL DATA

TABLE 58

POINT MULTISERIAL CORRELATION (PMS)
FOR INDIVIDUAL ITEMS

Scale	Item	English	Spanish	Scale	Item	English	Spanish		
PMS				PMS					
<u>Interest</u>				<u>Importance</u>					
Part II	1a	.6580	.4948	Part III	1	.3814	.7589		
	1b	.8153	.6727		2	.3678	.7216		
	1c	.2130	.4884		3	.3839	.6351		
	1d	.4912	.4047		4	.5298	.6775		
	1e	.6341	.3017		5	.6460	.6526		
	3a	.7088	.8159		6	.6196	.5988		
	3b	.7245	.8653		7	.5912	.6911		
	3c	.6855	.8073		8	.7035	.6000		
	3d	.5843	.4157		9	.5743	.6409		
	3f	.6290	.7530		10	.6702	.6626		
	3g	.7523	.6371		11	.6415	.3681		
	3h	.6625	.7887						
<u>Attitudes</u>				<u>Attitudes</u>					
Part IV	1	.5172	.5480	Part IV	23	.1004	.2512		
	2	.3593	.4317		27	.3953	.1140		
	3	.2171	.5112		29	.5085	.5868		
	4	.6018	.6153		30	.5883	.5417		
	5	.4702	.5624		31	.4858	.5326		
	7	.3093	.4576		32	.2433	.5381		
	8	.3649	.6106		33	.5882	.7563		
	9	.1111	.5248		34	.2395	.3896		
	10	.1333	.2397		35	.2990	.2579		
	14	.5002	.4749		36	.4978	.4278		
	15	.7401	.7381		39	.2845	.4239		
	16	.5963	.6703		42	.4840	.4266		
	19	.0610	.3599		43	.3005	.3980		
	20	.4823	.5920		44	.3506	.2670		
	21	.3219	.1877		46	.3935	.6022		
	22	.1385	.5682						
<u>Activities</u>				<u>Satisfaction</u>					
Part V	1	.6686	.7526	Part VIA	1	.6922	.4901		
	2	.6166	.7824		2	.7464	.5756		
	3	.6450	.7046		3	.6721	.6228		
	4	.6148	.7131		4	.4867	.4795		
	5	.7245	.7214		5	.6568	.4979		
	6	.3686	.7277		6	.7111	.3684		
	7	.5461	.7760		7	.7025	.4703		
	8	.4464	.7777		8	.6415	.6526		
					10	.7152	.5634		
					11	.7611	.6985		
					12	.4776	.5381		
<u>Satisfaction</u>				<u>Study Habits</u>					
Part VIB	1	.2777	.3436	Part VII	1	.6253	.5013		
	4	.5308	.2756		2	.4766	.4365		
	6	.3316	.2527		3	.4219	.5099		
	7	.4381	-.0530		4	.5638	.5069		
	9	.4437	.3000		5	.6901	.4769		
	10	.4239	.4379		6	.5133	.4161		
	11	.5177	.4615		8	.5878	.5645		
	12	.3836	.4391		9	.3584	.4238		
						10	.4819	.4979	

TABLE 59

POINT MULTISERIAL CORRELATION (PMS)
FOR INDIVIDUAL ITEMS

Scale	Item	German	French	Scale	Item	German	French	
PMS				PMS				
<u>Interest</u>				<u>Importance</u>				
Part II	1a	.0888	.4371	Part III	1	.5939	.5364	
	1b	.6323	.6897		2	.2891	.6064	
	1c	.7034	.5168		3	.7431	.6722	
	1d	.2670	.2247		4	.4531	.1334	
	1e	.3762	.5352		5	.4809	.7276	
	3a	.7639	.8047		6	.6925	.6638	
	3b	.6848	.7638		7	.3841	.7207	
	3c	.7970	.7074		8	.5109	.3862	
	3d	.7928	.4623		9	.4499	.6803	
	3f	.8019	.6837		10	.3273	.3275	
3g	.6218	.7238	11		.3190	.4595		
3h	.7894	.8573						
<u>Attitudes</u>				<u>Attitudes</u>				
Part IV	1	.7373	.8792	Part IV	23	.4077	.5259	
	2	.5186	.5606		27	.4751	.5035	
	3	.4904	.7699		29	.791	.7845	
	4	.7980	.8182		30	.6666	.7996	
	5	.7824	.6595		31	.7347	.7996	
	7	.7985	.7569		32	.6413	.7415	
	8	.3612	.3705		33	.7350	.7534	
	9	.7461	.5094		34	.5428	.4570	
	10	.3549	.1769		35	.2663	.1522	
	14	.5151	.6942		36	.1748	.2586	
	15	.7792	.7973		39	.3111	.4815	
	16	.5728	.8221		42	.6481	.7303	
	19	.5851	.6005		43	.8614	.6559	
	20	.4197	.4195		44	.5142	.2480	
	21	.3735	.3143		46	.8406	.8342	
	22	.5635	.6044					
	<u>Activities</u>				<u>Satisfaction</u>			
Part V	1	.6735	.5055	Part VIA	1	.6723	.5301	
	2	.3047	.7333		2	.7966	.6872	
	3	.7265	.6096		3	.8994	.5804	
	4	.6480	.2697		4	.4744	.1441	
	5	.5800	.6049		5	.4916	.5671	
	6	.5216	.6876		6	.5849	.3223	
	7	.7537	.6216		7	.7993	.7443	
	8	.7898	.5020		8	.8103	.5496	
					10	.5729	.6319	
					11	.7744	.6319	
					12	.3332	.3235	
<u>Satisfaction</u>					<u>Study Habits</u>			
Part VIB	1	.0227	.3878	Part VII	1	.7189	.4637	
	4	.3656	.6302		2	.6912	.5003	
	6	.6235	.2037		3	.4769	.4772	
	7	.0633	.2140		4	.6089	.5884	
	9	.6998	.2282		5	.4798	.7387	
	10	.6738	.2780		6	.6261	.3901	
	11	.7123	.1293		8	.6503	.4630	
	12	.7123	.0455		9	.4934	.7381	
					10	.7145	.6198	

TABLE 60.--Chi Square Analysis for Second
Language Attitude Scale

Questions 1, categories 1, 2, 3, 4
refer to groups:

- 1 -- English
- 2 -- Spanish
- 3 -- German
- 4 -- French

CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 2 (ACROSS)

	1	2	3	TOTAL	II (1a)
1	11	19	24	54	
2	4	18	45	67	
3	2	5	9	16	
4	6	12	27	45	
TOTAL	23	54	105	182	

PROPORTIONS OF ROW TOTALS

	1	2	3	TOTAL
1	.204	.352	.444	1.000
2	.060	.269	.572	1.000
3	.125	.313	.563	1.000
4	.133	.267	.600	1.000
TOTAL	.126	.297	.577	1.000

CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 3 (ACROSS)

	1	2	3	TOTAL	II (1b)
1	7	14	33	54	
2	30	25	12	67	
3	6	7	3	16	
4	20	13	9	42	
TOTAL	63	59	57	179	

CHI SQUARE = 6.7134 WITH 6 DEGREES OF FREEDOM AND A PROBABILITY OF .348
CONTINGENCY COEFFICIENT = .189

TABLE 60--Continued

PROPORTIONS OF ROW TOTALS				CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 5 (ACROSS)			
	1	2	3 TOTAL	1	2	3 TOTAL	II (ld)
1	.130	.259	.611 1.000				
2	.448	.373	.179 1.000	1	14	13 25 52	
3	.375	.438	.188 1.000	2	21	25 20 66	
4	.476	.310	.214 1.000	3	8	4 16	
TOTAL	.352	.330	.318 1.000	4	11	12 19 42	
CHI SQUARE = 33.9120 WITH 6 DEGREES OF FREEDOM AND A PROBABILITY OF .000				TOTAL	54	54 68 176	
CONTINGENCY COEFFICIENT = .399				PROPORTIONS OF ROW TOTALS			
	1	2	3 TOTAL	1	2	3 TOTAL	
CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 4 (ACROSS)							
							II (lc)
1	15	18	21 54	1	.269	.250 .481 1.000	
2	54	6	6 66	2	.318	.379 .303 1.000	
3	13	3	0 16	3	.500	.250 .250 1.000	
4	36	1	4 41	4	.262	.286 .452 1.000	
TOTAL	118	28	31 177	TOTAL	.307	.307 .386 1.000	
CHI SQUARE = 5.6914 WITH 6 DEGREES OF FREEDOM AND A PROBABILITY OF .459				CONTINGENCY COEFFICIENT = .177			
PROPORTIONS OF ROW TOTALS				CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 6 (ACROSS)			
	1	2	3 TOTAL	1	2	3 TOTAL	II (le)
1	.278	.333	.389 1.000				
2	.818	.091	.091 1.000	1	15	15 24 54	
3	.813	.188	.000 1.000	2	33	21 12 44	
4	.878	.024	.098 1.000	3	12	3 1 14	
TOTAL	.667	.158	.175 1.000	4	19	13 7 39	
CHI SQUARE = 49.1927 WITH 6 DEGREES OF FREEDOM AND A PROBABILITY OF .000				TOTAL	79	52 44 175	
CONTINGENCY COEFFICIENT = .464							

TABLE 60--Continued

PROPORTIONS OF ROW TOTALS

	1	2	3	TOTAL
1	.278	.278	.444	1.000
2	.500	.318	.182	1.000
3	.750	.185	.062	1.000
4	.487	.333	.179	1.000
TOTAL	.451	.297	.251	1.000

CHI SQUARE = 16.9045 WITH 6 DEGREES OF FREEDOM AND A PROBABILITY OF .010
CONTINGENCY COEFFICIENT = .297

CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 8 (ACROSS)

II (3a)

	1	2	3	TOTAL
1	16	17	22	55
2	25	25	18	68
3	6	8	3	17
4	18	14	12	44
TOTAL	65	64	55	184

PROPORTIONS OF ROW TOTALS

	1	2	3	TOTAL
1	.291	.309	.400	1.000
2	.368	.368	.265	1.000
3	.353	.471	.176	1.000
4	.409	.318	.273	1.000
TOTAL	.353	.348	.299	1.000

CHI SQUARE = 5.2951 WITH 6 DEGREES OF FREEDOM AND A PROBABILITY OF .507
CONTINGENCY COEFFICIENT = .167

PROPORTIONS OF ROW TOTALS

	1	2	3	TOTAL
1	.082	.265	.653	1.000
2	.463	.299	.239	1.000
3	.467	.267	.267	1.000
4	.413	.391	.196	1.000
TOTAL	.345	.311	.345	1.000

CHI SQUARE = 30.1324 WITH 6 DEGREES OF FREEDOM AND A PROBABILITY OF .000
CONTINGENCY COEFFICIENT = .382

CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 9 (ACROSS)

II (3b)

	1	2	3	TOTAL
1	5	17	33	45
2	18	23	27	68
3	3	5	8	16
4	5	23	16	44
TOTAL	31	68	64	163

TABLE 60--Continued

PROPORTIONS OF ROW TOTALS			
1	2	3	TOTAL
1	.091	.309	.600 1.000
2	.265	.338	.397 1.000
3	.188	.313	.500 1.000
4	.114	.523	.364 1.000
TOTAL	.169	.372	.459 1.000
CHI SQUARE = 11.2961 WITH 6 DEGREES OF FREEDOM AND A PROBABILITY OF .080 CONTINGENCY COEFFICIENT = .241			
C-1 SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 11 (ACROSS) II (3d)			
1	2	3	TOTAL
1	4	8	42 54
2	2	15	52 69
3	2	6	8 14
4	3	9	34 46
TOTAL	11	38	136 185
PROPORTIONS OF ROW TOTALS			
1	2	3	TOTAL
1	.074	.148	.778 1.000
2	.029	.217	.754 1.000
3	.125	.375	.500 1.000
4	.065	.196	.739 1.000
TOTAL	.059	.235	.735 1.000
CHI SQUARE = 4.0025 WITH 6 DEGREES OF FREEDOM AND A PROBABILITY OF .664 CONTINGENCY COEFFICIENT = .147			
C-1 SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 12 (ACROSS) II (3e)			
1	2	3	TOTAL
1	16	20	18 54
2	25	23	20 68
3	14	3	0 17
4	24	17	3 44
TOTAL	79	63	41 183
PROPORTIONS OF ROW TOTALS			
1	2	3	TOTAL
1	.145	.364	.491 1.000
2	.294	.309	.397 1.000
3	.438	.188	.375 1.000
4	.372	.372	.256 1.000
TOTAL	.280	.330	.390 1.000
CHI SQUARE = 8.7208 WITH 6 DEGREES OF FREEDOM AND A PROBABILITY OF .190 CONTINGENCY COEFFICIENT = .214			
C-1 SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 10 (ACROSS) II (3c)			
1	2	3	TOTAL
1	8	20	27 55
2	20	21	27 68
3	7	3	6 16
4	16	16	11 43
TOTAL	51	40	71 182
PROPORTIONS OF ROW TOTALS			
1	2	3	TOTAL
1	.145	.364	.491 1.000
2	.294	.309	.397 1.000
3	.438	.188	.375 1.000
4	.372	.372	.256 1.000
TOTAL	.280	.330	.390 1.000
CHI SQUARE = 8.7208 WITH 6 DEGREES OF FREEDOM AND A PROBABILITY OF .190 CONTINGENCY COEFFICIENT = .214			

TABLE 60--Continued

PROPORTIONS OF ROW TOTALS

	1	2	3	TOTAL
1	.296	.370	.333	1.000
2	.368	.338	.294	1.000
3	.824	.176	.200	1.000
4	.545	.386	.068	1.000
TOTAL	.432	.344	.224	1.000

CHI SQUARE = 20.4297 WITH 6 DEGREES OF FREEDOM AND A PROBABILITY OF .002
CONTINGENCY COEFFICIENT = .317

CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 14 (ACROSS)

	1	2	3	TOTAL
1	13	21	21	55
2	18	32	17	67
3	10	6	0	16
4	17	12	9	44
TOTAL	58	77	47	182

II (3g)

CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 13 (ACROSS)

	1	2	3	TOTAL
1	20	19	14	53
2	24	30	14	68
3	2	9	5	16
4	13	18	13	44
TOTAL	59	76	46	181

II (3f)

PROPORTIONS OF ROW TOTALS

	1	2	3	TOTAL
1	.377	.358	.264	1.000
2	.353	.441	.226	1.000
3	.125	.563	.313	1.000
4	.295	.409	.295	1.000
TOTAL	.326	.420	.254	1.000

CHI SQUARE = 3.3241 WITH 6 DEGREES OF FREEDOM AND A PROBABILITY OF .767
CONTINGENCY COEFFICIENT = .134

PROPORTIONS OF ROW TOTALS

	1	2	3	TOTAL
1	.236	.382	.382	1.000
2	.269	.478	.254	1.000
3	.425	.375	.000	1.000
4	.386	.409	.205	1.000
TOTAL	.319	.423	.258	1.000

CHI SQUARE = 12.3313 WITH 6 DEGREES OF FREEDOM AND A PROBABILITY OF .055
CONTINGENCY COEFFICIENT = .252

CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 15 (ACROSS)

	1	2	3	TOTAL
1	10	18	25	53
2	25	26	17	68
3	8	4	4	16
4	21	16	7	44
TOTAL	64	64	53	181

II (3h)

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TABLE 60--Continued

PROPORTIONS OF ROW TOTALS				C-1: SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 20 (ACROSS)			
	1	2	3 TOTAL	1	2	3 TOTAL	III (4)
1	.089	.236	.625 1.000				
2	.391	.304	.304 1.000	1	11	22	54
3	.353	.235	.412 1.000	2	26	20	69
4	.522	.217	.261 1.000	3	7	6	16
TOTAL	.330	.271	.399 1.000	4	32	7	46
CHI SQUARE = 24.6007 WITH 6 DEGREES OF FREEDOM AND A PROBABILITY OF .000				TOTAL	76	55	185
CONTINGENCY COEFFICIENT = .340				PROPORTIONS OF ROW TOTALS			
	1	2	3 TOTAL	1	2	3 TOTAL	
C-1: SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 19 (ACROSS)							
	1	2	3 TOTAL	1	2	3 TOTAL	
1	.204	.407	.389 1.000				
2	.377	.290	.333 1.000				
3	.438	.375	.188 1.000				
4	.696	.152	.152 1.000				
TOTAL	.411	.297	.292 1.000				
CHI SQUARE = 23.0336 WITH 6 DEGREES OF FREEDOM AND A PROBABILITY OF .001							
CONTINGENCY COEFFICIENT = .333							
PROPORTIONS OF ROW TOTALS				C-2: SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 21 (ACROSS)			
	1	2	3 TOTAL	1	2	3 TOTAL	III (5)
1	.182	.273	.545 1.000				
2	.603	.265	.132 1.000	1	21	19	45
3	.750	.125	.125 1.000	2	18	27	49
4	.696	.239	.065 1.000	3	3	9	17
TOTAL	.514	.249	.238 1.000	4	17	15	46
CHI SQUARE = 45.4687 WITH 6 DEGREES OF FREEDOM AND A PROBABILITY OF .000				TOTAL	59	70	187
CONTINGENCY COEFFICIENT = .444							

TABLE 60--Continued

PROPORTIONS OF ROW TOTALS

	1	2	3	TOTAL
1	.382	.345	.273	1.000
2	.261	.391	.348	1.000
3	.176	.529	.294	1.000
4	.370	.326	.304	1.000
TOTAL	.316	.374	.310	1.000

CHI SQUARE = 5.0241 WITH 6 DEGREES OF FREEDOM AND A PROBABILITY OF .541
CONTINGENCY COEFFICIENT = .162

CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 23 (ACROSS)

	1	2	3	TOTAL	III (7)
1	9	27	17	53	
2	9	38	22	69	
3	2	9	6	17	
4	7	23	16	46	
TOTAL	27	97	61	185	

PROPORTIONS OF ROW TOTALS

	1	2	3	TOTAL
1	.170	.509	.321	1.000
2	.130	.551	.319	1.000
3	.118	.529	.353	1.000
4	.152	.500	.348	1.000
TOTAL	.146	.524	.330	1.000

CHI SQUARE = .1949 WITH 6 DEGREES OF FREEDOM AND A PROBABILITY OF 1.000
CONTINGENCY COEFFICIENT = .032

PROPORTIONS OF ROW TOTALS

	1	2	3	TOTAL
1	.161	.411	.429	1.000
2	.101	.580	.319	1.000
3	.294	.588	.118	1.000
4	.283	.391	.326	1.000
TOTAL	.181	.484	.335	1.000

CHI SQUARE = 10.2204 WITH 6 DEGREES OF FREEDOM AND A PROBABILITY OF .116
CONTINGENCY COEFFICIENT = .227

CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 24 (ACROSS)

	1	2	3	TOTAL	III (8)
1	21	19	16	56	
2	45	14	9	68	
3	14	3	0	17	
4	30	9	7	46	
TOTAL	110	45	32	187	

TABLE 60--Continued

PROPORTIONS OF ROW TOTALS			
1	2	3	TOTAL
1	.375	.339	.296 1.000
2	.662	.206	.132 1.000
3	.824	.176	.000 1.000
4	.652	.196	.152 1.000
TOTAL	.588	.241	.171 1.000
CHI SQUARE = 14.3769 WITH 6 DEGREES OF FREEDOM AND A PROBABILITY OF .026 CONTINGENCY COEFFICIENT = .267			
CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 25 (ACROSS)			
III (9)			
1	2	3	TOTAL
1	37	14	5 56
2	20	30	19 69
3	3	6	8 17
4	16	21	9 46
TOTAL	76	71	41 188
PROPORTIONS OF ROW TOTALS			
1	2	3	TOTAL
1	.661	.250	.089 1.000
2	.290	.435	.275 1.000
3	.176	.353	.471 1.000
4	.348	.457	.196 1.000
TOTAL	.404	.378	.218 1.000
CHI SQUARE = 23.4308 WITH 6 DEGREES OF FREEDOM AND A PROBABILITY OF .001 CONTINGENCY COEFFICIENT = .335			
CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 26 (ACROSS)			
III (10)			
1	2	3	TOTAL
1	15	24	15 54
2	38	24	6 68
3	15	2	0 17
4	29	15	2 46
TOTAL	97	65	23 185
PROPORTIONS OF ROW TOTALS			
1	2	3	TOTAL
1	.278	.444	.278 1.000
2	.559	.353	.088 1.000
3	.882	.118	.000 1.000
4	.630	.326	.043 1.000
TOTAL	.524	.351	.124 1.000
CHI SQUARE = 25.9448 WITH 6 DEGREES OF FREEDOM AND A PROBABILITY OF .000 CONTINGENCY COEFFICIENT = .350			
CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 27 (ACROSS)			
III (11)			
1	2	3	TOTAL
1	32	16	8 56
2	34	17	17 68
3	14	3	0 17
4	20	13	13 46
TOTAL	100	49	38 187
CHI SQUARE = 23.4308 WITH 6 DEGREES OF FREEDOM AND A PROBABILITY OF .001 CONTINGENCY COEFFICIENT = .335			

TABLE 60--Continued

PROPORTIONS OF ROW TOTALS				
1	2	3	4	TOTAL
1	.571	.286	.143	1.000
2	.500	.250	.250	1.000
3	.824	.176	.000	1.000
4	.435	.283	.283	1.000
TOTAL	.535	.262	.203	1.000
CHI SQUARE = 8.1100 WITH 6 DEGREES OF FREEDOM AND A PROBABILITY OF .230				
CONTINGENCY COEFFICIENT = .204				
CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 28 (ACROSS)				
IV(1)				
1	2	3	4	TOTAL
1	1	7	27	20
2	1	3	30	34
3	0	3	5	8
4	6	6	13	25
TOTAL	8	19	75	102
PROPORTIONS OF ROW TOTALS				
1	2	3	4	TOTAL
1	.018	.127	.491	.636
2	.014	.043	.429	.486
3	.000	.176	.294	.470
4	.130	.130	.283	.543
TOTAL	.043	.101	.399	.543
CHI SQUARE = 13.4620 WITH 9 DEGREES OF FREEDOM AND A PROBABILITY OF .127				
CONTINGENCY COEFFICIENT = .262				
CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 29 (ACROSS)				
IV(2)				
1	2	3	4	TOTAL
1	8	16	24	48
2	7	19	26	52
3	3	6	8	17
4	8	12	17	37
TOTAL	26	53	75	154
PROPORTIONS OF ROW TOTALS				
1	2	3	4	TOTAL
1	.143	.286	.429	.859
2	.101	.275	.377	.753
3	.176	.353	.471	.900
4	.174	.261	.370	.805
TOTAL	.138	.282	.399	.819
CHI SQUARE = 4.7135 WITH 9 DEGREES OF FREEDOM AND A PROBABILITY OF .859				
CONTINGENCY COEFFICIENT = .156				
CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 30 (ACROSS)				
IV(3)				
1	2	3	4	TOTAL
1	16	19	13	48
2	3	23	22	48
3	1	10	6	17
4	7	14	10	31
TOTAL	27	66	55	148

TABLE 60--Continued

PROPORTIONS OF ROW TOTALS

C-1 SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 32 (ACROSS)					IV(5)				
1	2	3	4	TOTAL	1	2	3	4	TOTAL
1	.314	.373	.255	.059 1.000	1	9	21	17	56
2	.043	.333	.319	.304 1.000	2	2	15	25	42
3	.059	.588	.353	.000 1.000	3	1	5	8	14
4	.156	.311	.311	.222 1.000	4	8	9	19	36
TOTAL	.148	.363	.302	.187 1.000	TOTAL	20	50	69	139

CHI SQUARE = 26.2577 WITH 9 DEGREES OF FREEDOM AND A PROBABILITY OF .002
CONTINGENCY COEFFICIENT = .359

PROPORTIONS OF ROW TOTALS

C-1 SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 31 (ACROSS)					IV(4)				
1	2	3	4	TOTAL	1	2	3	4	TOTAL
1	.161	.375	.304	.161 1.000	1	.029	.214	.357	.600 1.000
2	.029	.214	.357	.600 1.000	2	.059	.294	.471	.824 1.000
3	.059	.294	.471	.824 1.000	3	.178	.200	.422	.800 1.000
4	.178	.200	.422	.800 1.000	TOTAL	.106	.266	.367	.739 1.000

CHI SQUARE = 17.1437 WITH 9 DEGREES OF FREEDOM AND A PROBABILITY OF .046
CONTINGENCY COEFFICIENT = .289

PROPORTIONS OF ROW TOTALS

C-1 SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 33 (ACROSS)					IV(6)				
1	2	3	4	TOTAL	1	2	3	4	TOTAL
1	.286	.089	.339	.286 1.000	1	14	19	13	46
2	.029	.100	.357	.514 1.000	2	20	25	15	60
3	.059	.059	.529	.353 1.000	3	3	4	7	14
4	.196	.109	.261	.435 1.000	4	17	17	6	40
TOTAL	.148	.095	.344	.413 1.000	TOTAL	54	66	41	161

CHI SQUARE = 18.4456 WITH 9 DEGREES OF FREEDOM AND A PROBABILITY OF .030
CONTINGENCY COEFFICIENT = .293

TABLE 60--Continued

PROPORTIONS OF ROW TOTALS

C-1 SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 35 (ACROSS)					IV (8)				
1	2	3	4	TOTAL	1	2	3	4	TOTAL
1	.250	.339	.232	.179 1.000					
2	.286	.371	.214	.129 1.000	1	26	16	11	2 59
3	.188	.250	.438	.125 1.000	2	15	16	27	12 70
4	.370	.370	.130	.130 1.000	3	2	5	5	5 17
TOTAL	.287	.351	.218	.144 1.000	4	8	12	19	7 46

CHI SQUARE = 5.6672 WITH 9 DEGREES OF FREEDOM AND A PROBABILITY OF .773
CONTINGENCY COEFFICIENT = .171

PROPORTIONS OF ROW TOTALS

C-1 SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 34 (ACROSS)					IV (7)				
1	2	3	4	TOTAL	1	2	3	4	TOTAL
1	0	2	13	40 59	1	.473	.291	.200	.036 1.000
2	0	6	24	40 70	2	.214	.229	.386	.171 1.000
3	0	3	7	7 17	3	.118	.294	.294	.294 1.000
4	0	6	13	27 46	4	.174	.251	.413	.152 1.000
TOTAL	0	17	57	114 188	TOTAL	.271	.261	.330	.138 1.000

CHI SQUARE = 20.0459 WITH 9 DEGREES OF FREEDOM AND A PROBABILITY OF .018
CONTINGENCY COEFFICIENT = .313

PROPORTIONS OF ROW TOTALS

C-1 SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 36 (ACROSS)					IV (9)				
1	2	3	4	TOTAL	1	2	3	4	TOTAL
1	.000	.036	.236	.727 1.000					
2	.000	.086	.343	.571 1.000	1	21	23	7	51
3	.000	.176	.412	.412 1.000	2	35	23	7	3 68
4	.000	.130	.283	.587 1.000	3	7	7	2	0 14
TOTAL	.000	.090	.303	.606 1.000	4	29	12	3	0 44

CHI SQUARE = 5.9779 WITH 6 DEGREES OF FREEDOM AND A PROBABILITY OF .484
CONTINGENCY COEFFICIENT = .168

TABLE 60--Continued

PROPORTIONS OF ROW TOTALS

	1	2	3	4	TOTAL
1	.382	.418	.127	.073	1.000
2	.515	.338	.103	.044	1.000
3	.438	.438	.125	.000	1.000
4	.630	.261	.109	.000	1.000
TOTAL	.497	.351	.114	.038	1.000

CHI SQUARE = 6.0364 WITH 9 DEGREES OF FREEDOM AND A PROBABILITY OF .731
CONTINGENCY COEFFICIENT = .178

CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 38 (ACROSS)					
	1	2	3	4	TOTAL
1	24	23	7	2	56
2	36	20	10	3	69
3	5	5	7	0	17
4	26	10	6	4	46
TOTAL	91	58	30	9	188

PROPORTIONS OF ROW TOTALS

	1	2	3	4	TOTAL
1	.429	.411	.125	.036	1.000
2	.522	.290	.145	.043	1.000
3	.294	.294	.412	.000	1.000
4	.565	.217	.130	.087	1.000
TOTAL	.484	.339	.160	.048	1.000

CHI SQUARE = 10.4853 WITH 9 DEGREES OF FREEDOM AND A PROBABILITY OF .284
CONTINGENCY COEFFICIENT = .234

PROPORTIONS OF ROW TOTALS

	1	2	3	4	TOTAL
1	.196	.250	.304	.250	1.000
2	.186	.486	.257	.071	1.000
3	.375	.625	.000	.000	1.000
4	.311	.511	.133	.044	1.000
TOTAL	.235	.433	.219	.112	1.000

CHI SQUARE = 24.7099 WITH 9 DEGREES OF FREEDOM AND A PROBABILITY OF .003
CONTINGENCY COEFFICIENT = .342

CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 39 (ACROSS)					
	1	2	3	4	TOTAL
1	8	17	22	9	56
2	6	12	32	20	70
3	0	1	8	8	17
4	3	8	21	14	46
TOTAL	17	38	83	51	189

IV(12)

TABLE 60--Continued

PROPORTIONS OF ROW TOTALS

	1	2	3	4	TOTAL
1	.143	.304	.393	.161	1.000
2	.086	.171	.457	.284	1.000
3	.000	.059	.471	.471	1.000
4	.065	.174	.457	.304	1.000
TOTAL	.090	.201	.439	.270	1.000

CHI SQUARE = 10.0034 WITH 9 DEGREES OF FREEDOM AND A PROBABILITY OF .350
CONTINGENCY COEFFICIENT = .224

CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 40 (ACROSS)

	1	2	3	4	TOTAL
1	12	7	14	21	54
2	15	19	27	9	70
3	6	6	3	2	17
4	11	18	14	3	46
TOTAL	44	50	58	35	187

IV (13)

PROPORTIONS OF ROW TOTALS

	1	2	3	4	TOTAL
1	.222	.130	.259	.389	1.000
2	.214	.271	.386	.129	1.000
3	.353	.353	.176	.118	1.000
4	.239	.391	.304	.065	1.000
TOTAL	.235	.267	.310	.147	1.000

CHI SQUARE = 23.1759 WITH 9 DEGREES OF FREEDOM AND A PROBABILITY OF .006
CONTINGENCY COEFFICIENT = .332

CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 41 (ACROSS)

	1	2	3	4	TOTAL
1	19	21	9	7	56
2	18	27	18	5	68
3	5	10	1	1	17
4	15	20	4	7	46
TOTAL	57	78	32	20	187

IV (14)

PROPORTIONS OF ROW TOTALS

	1	2	3	4	TOTAL
1	.339	.375	.161	.125	1.000
2	.265	.397	.265	.074	1.000
3	.294	.518	.059	.059	1.000
4	.326	.435	.087	.152	1.000
TOTAL	.305	.417	.171	.107	1.000

CHI SQUARE = 7.5007 WITH 9 DEGREES OF FREEDOM AND A PROBABILITY OF .585
CONTINGENCY COEFFICIENT = .196

CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 42 (ACROSS)

	1	2	3	4	TOTAL
1	22	22	7	4	55
2	31	25	8	5	69
3	5	6	6	0	17
4	24	12	5	5	46
TOTAL	82	65	26	14	187

IV (15)

TABLE 60--Continued

PROPORTIONS OF ROW TOTALS

	1	2	3	4	TOTAL
1	.400	.000	.127	.073	1.000
2	.449	.362	.116	.072	1.000
3	.294	.353	.353	.000	1.000
4	.522	.261	.109	.109	1.000
TOTAL	.439	.348	.139	.075	1.000

CHI SQUARE = 7.4995 WITH 9 DEGREES OF FREEDOM AND A PROBABILITY OF .589
CONTINGENCY COEFFICIENT = .196

CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND A3 (ACROSS)

	1	2	3	4	TOTAL	IV(16)
1	19	17	9	10	55	
2	38	20	9	2	69	
3	10	6	0	1	17	
4	21	15	5	5	46	
TOTAL	88	58	23	18	187	

PROPORTIONS OF ROW TOTALS

	1	2	3	4	TOTAL
1	.345	.309	.164	.182	1.000
2	.551	.290	.130	.029	1.000
3	.588	.353	.000	.059	1.000
4	.457	.326	.139	.109	1.000
TOTAL	.471	.310	.123	.096	1.000

CHI SQUARE = 10.2835 WITH 9 DEGREES OF FREEDOM AND A PROBABILITY OF .328
CONTINGENCY COEFFICIENT = .228

CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND A4 (ACROSS)

	1	2	3	4	TOTAL	IV(17)
1	7	20	15	14	56	
2	18	32	13	6	69	
3	8	9	0	0	17	
4	16	19	8	2	45	
TOTAL	49	80	36	22	187	

PROPORTIONS OF ROW TOTALS

	1	2	3	4	TOTAL
1	.125	.357	.268	.250	1.000
2	.261	.444	.188	.037	1.000
3	.471	.529	.000	.000	1.000
4	.356	.422	.178	.044	1.000
TOTAL	.262	.428	.193	.118	1.000

CHI SQUARE = 21.4102 WITH 9 DEGREES OF FREEDOM AND A PROBABILITY OF .011
CONTINGENCY COEFFICIENT = .321

CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND A5 (ACROSS)

	1	2	3	4	TOTAL	IV(18)
1	24	15	13	4	56	
2	23	17	20	9	69	
3	4	6	6	1	17	
4	15	13	16	2	46	
TOTAL	66	51	55	16	188	

CHI SQUARE = 21.4102 WITH 9 DEGREES OF FREEDOM AND A PROBABILITY OF .011
CONTINGENCY COEFFICIENT = .321

TABLE 60--Continued

PROPORTIONS OF ROW TOTALS

	1	2	3	4	TOTAL
1	.429	.268	.232	.071	1.000
2	.333	.246	.290	.130	1.000
3	.235	.353	.353	.059	1.000
4	.326	.283	.348	.043	1.000
TOTAL	.351	.271	.293	.085	1.000

CHI SQUARE = 3.9006 WITH 9 DEGREES OF FREEDOM AND A PROBABILITY OF .912
CONTINGENCY COEFFICIENT = .144

CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 46 (ACROSS)

	1	2	3	4	TOTAL
1	5	13	25	13	56
2	3	8	30	29	70
3	0	1	6	10	17
4	1	3	18	23	45
TOTAL	9	25	79	75	188

PROPORTIONS OF ROW TOTALS

	1	2	3	4	TOTAL
1	.029	.232	.446	.292	1.000
2	.013	.114	.429	.444	1.000
3	.000	.059	.353	.588	1.000
4	.022	.067	.440	.511	1.000
TOTAL	.048	.133	.420	.399	1.000

CHI SQUARE = 12.2055 WITH 9 DEGREES OF FREEDOM AND A PROBABILITY OF .202
CONTINGENCY COEFFICIENT = .247

CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 47 (ACROSS)

	1	2	3	4	TOTAL
1	2	12	22	20	56
2	4	16	37	13	70
3	0	5	7	5	17
4	2	15	18	11	46
TOTAL	8	48	84	49	189

PROPORTIONS OF ROW TOTALS

	1	2	3	4	TOTAL
1	.036	.214	.393	.357	1.000
2	.057	.229	.529	.186	1.000
3	.000	.294	.412	.294	1.000
4	.043	.326	.391	.239	1.000
TOTAL	.042	.254	.444	.259	1.000

CHI SQUARE = 5.4254 WITH 9 DEGREES OF FREEDOM AND A PROBABILITY OF .796
CONTINGENCY COEFFICIENT = .167

CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 48 (ACROSS)

	1	2	3	4	TOTAL
1	25	20	4	6	55
2	24	40	4	2	70
3	7	7	2	1	17
4	18	18	8	2	46
TOTAL	74	85	18	11	188

PROPORTIONS OF ROW TOTALS

	1	2	3	4	TOTAL
1	.128	.107	.021	.032	1.000
2	.131	.176	.021	.011	1.000
3	.038	.039	.111	.005	1.000
4	.243	.211	.444	.052	1.000
TOTAL	.540	.533	.602	.100	1.000

CHI SQUARE = 12.2055 WITH 9 DEGREES OF FREEDOM AND A PROBABILITY OF .202
CONTINGENCY COEFFICIENT = .247

TABLE 60--Continued

PROPORTIONS OF ROW TOTALS					CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 50 (ACROSS)				
1	2	3	4	TOTAL	1	2	3	4	TOTAL
1	.055	.064	.073	.109	1.000				
2	.343	.571	.057	.029	1.000				
3	.012	.012	.118	.059	1.000				
4	.391	.391	.174	.043	1.000				
TOTAL	.394	.052	.096	.059	1.000				
CHI SQUARE = 8.9672 WITH 9 DEGREES OF FREEDOM AND A PROBABILITY OF .000					CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 51 (ACROSS)				
CONTINGENCY COEFFICIENT = .213					CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 51 (ACROSS)				
PROPORTIONS OF ROW TOTALS					CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 51 (ACROSS)				
1	2	3	4	TOTAL	1	2	3	4	TOTAL
1	.094	.132	.321	.053	1.000				
2	.143	.257	.329	.271	1.000				
3	.067	.200	.000	.313	1.000				
4	.174	.391	.174	.201	1.000				
TOTAL	.130	.250	.293	.374	1.000				
CHI SQUARE = 11.9376 WITH 9 DEGREES OF FREEDOM AND A PROBABILITY OF .017					CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 51 (ACROSS)				
CONTINGENCY COEFFICIENT = .247					CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 51 (ACROSS)				
PROPORTIONS OF ROW TOTALS					CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 51 (ACROSS)				
1	2	3	4	TOTAL	1	2	3	4	TOTAL
1	.074	.093	.222	.611	1.000				
2	.058	.029	.261	.652	1.000				
3	.000	.125	.313	.563	1.000				
4	.044	.067	.333	.556	1.000				
TOTAL	.054	.065	.272	.609	1.000				
CHI SQUARE = 2.6841 WITH 9 DEGREES OF FREEDOM AND A PROBABILITY OF .976					CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 51 (ACROSS)				
CONTINGENCY COEFFICIENT = .120					CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 51 (ACROSS)				
PROPORTIONS OF ROW TOTALS					CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 51 (ACROSS)				
1	2	3	4	TOTAL	1	2	3	4	TOTAL
1	.074	.093	.222	.611	1.000				
2	.058	.029	.261	.652	1.000				
3	.000	.125	.313	.563	1.000				
4	.044	.067	.333	.556	1.000				
TOTAL	.054	.065	.272	.609	1.000				
CHI SQUARE = 2.6841 WITH 9 DEGREES OF FREEDOM AND A PROBABILITY OF .976					CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 51 (ACROSS)				
CONTINGENCY COEFFICIENT = .120					CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 51 (ACROSS)				
PROPORTIONS OF ROW TOTALS					CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 51 (ACROSS)				
1	2	3	4	TOTAL	1	2	3	4	TOTAL
1	.074	.093	.222	.611	1.000				
2	.058	.029	.261	.652	1.000				
3	.000	.125	.313	.563	1.000				
4	.044	.067	.333	.556	1.000				
TOTAL	.054	.065	.272	.609	1.000				

TABLE 60--Continued

PROPORTIONS OF ROW TOTALS

	1	2	3	4	TOTAL
1	.143	.408	.327	.122	1.000
2	.109	.297	.313	.281	1.000
3	.067	.267	.533	.133	1.000
4	.114	.273	.364	.250	1.000
TOTAL	.116	.320	.349	.215	1.000

CHI SQUARE = 5.3178 WITH 9 DEGREES OF FREEDOM AND A PROBABILITY OF .806
CONTINGENCY COEFFICIENT = .173

C-11 SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 52 (ACROSS)

	1	2	3	4	TOTAL	IV (25)
1	27	16	10	2	55	
2	44	22	1	2	69	
3	9	6	2	0	17	
4	33	10	2	1	46	
TOTAL	113	54	15	5	187	

PROPORTIONS OF ROW TOTALS

	1	2	3	4	TOTAL
1	.491	.291	.182	.034	1.000
2	.638	.319	.014	.029	1.000
3	.529	.333	.118	.020	1.000
4	.717	.217	.043	.022	1.000
TOTAL	.604	.289	.080	.027	1.000

CHI SQUARE = 11.9696 WITH 9 DEGREES OF FREEDOM AND A PROBABILITY OF .215
CONTINGENCY COEFFICIENT = .245

C-12 SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 53 (ACROSS)

	1	2	3	4	TOTAL	IV (26)
1	6	17	19	13	55	
2	9	13	23	25	70	
3	0	1	10	6	17	
4	4	4	17	21	46	
TOTAL	19	35	69	65	188	

PROPORTIONS OF ROW TOTALS

	1	2	3	4	TOTAL
1	.109	.309	.345	.236	1.000
2	.129	.186	.329	.357	1.000
3	.000	.059	.598	.353	1.000
4	.087	.087	.370	.457	1.000
TOTAL	.101	.186	.367	.346	1.000

CHI SQUARE = 12.4378 WITH 9 DEGREES OF FREEDOM AND A PROBABILITY OF .180
CONTINGENCY COEFFICIENT = .251

TABLE 60--Continued

CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 2 (ACROSS)					PROPORTIONS OF ROW TOTALS				
IV (27)					1	2	3	4	TOTAL
1	3	18	23	11	55				
2	3	7	29	30	69				
3	0	1	4	12	17				
4	2	8	22	14	46				
TOTAL	8	34	78	67	187				
CHI SQUARE = 16.4734 WITH 9 DEGREES OF FREEDOM AND A PROBABILITY OF .058					CONTINGENCY COEFFICIENT = .286				
CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 3 (ACROSS)					PROPORTIONS OF ROW TOTALS				
IV (29)					1	2	3	4	TOTAL
1	11	24	14	6	55				
2	29	30	4	4	69				
3	7	6	3	1	17				
4	16	20	9	1	46				
TOTAL	63	80	30	14	187				
CHI SQUARE = 19.1663 WITH 9 DEGREES OF FREEDOM AND A PROBABILITY OF .024					CONTINGENCY COEFFICIENT = .304				
CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 3 (ACROSS)					PROPORTIONS OF ROW TOTALS				
IV (28)					1	2	3	4	TOTAL
1	23	27	9	1	55				
2	23	17	13	15	64				
3	7	7	2	0	16				
4	20	17	7	2	46				
TOTAL	73	63	31	18	185				
CHI SQUARE = 12.7321 WITH 9 DEGREES OF FREEDOM AND A PROBABILITY OF .201					CONTINGENCY COEFFICIENT = .248				

TABLE 60--Continued

CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 5 (ACROSS)				
PROPORTIONS OF ROW TOTALS				
	1	2	3	4 TOTAL
IV (30)				
1	17	10	16	12 55
2	5	4	20	37 69
3	1	3	6	7 17
4	4	8	13	21 46
TOTAL	27	25	58	77 187
PROPORTIONS OF ROW TOTALS				
	1	2	3	4 TOTAL
1	.309	.182	.291	.218 1.000
2	.072	.058	.333	.534 1.000
3	.059	.176	.353	.412 1.000
4	.087	.174	.293	.447 1.000
TOTAL	.144	.134	.310	.412 1.000
CHI SQUARE = 22.7542 WITH 9 DEGREES OF FREEDOM AND A PROBABILITY OF .007				
CONTINGENCY COEFFICIENT = .329				
CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 6 (ACROSS)				
PROPORTIONS OF ROW TOTALS				
	1	2	3	4 TOTAL
IV (31)				
1	13	23	7	13 56
2	38	21	6	4 69
3	9	4	3	1 17
4	22	13	6	5 46
TOTAL	82	61	22	23 188
PROPORTIONS OF ROW TOTALS				
	1	2	3	4 TOTAL
1	.333	.444	.093	.130 1.000
2	.478	.290	.174	.058 1.000
3	.313	.188	.375	.125 1.000
4	.370	.326	.196	.109 1.000
TOTAL	.395	.335	.173	.097 1.000
CHI SQUARE = 9.4401 WITH 9 DEGREES OF FREEDOM AND A PROBABILITY OF .400				
CONTINGENCY COEFFICIENT = .220				

CHI SQUARE = 15.4641 WITH 9 DEGREES OF FREEDOM AND A PROBABILITY OF .079
CONTINGENCY COEFFICIENT = .274

CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 7 (ACROSS)

IV (32)

	1	2	3	4 TOTAL
1	18	24	5	7 54
2	33	20	12	4 69
3	5	3	6	2 16
4	17	15	9	5 46
TOTAL	73	62	32	18 185

PROPORTIONS OF ROW TOTALS

	1	2	3	4 TOTAL
1	.333	.444	.093	.130 1.000
2	.478	.290	.174	.058 1.000
3	.313	.188	.375	.125 1.000
4	.370	.326	.196	.109 1.000
TOTAL	.395	.335	.173	.097 1.000

CHI SQUARE = 9.4401 WITH 9 DEGREES OF FREEDOM AND A PROBABILITY OF .400
CONTINGENCY COEFFICIENT = .220

TABLE 60--Continued

CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 8 (ACROSS)

	1	2	3	4	TOTAL
1	10	17	14	15	56
2	30	21	12	6	69
3	5	7	2	3	17
4	22	11	9	4	46
TOTAL	67	56	37	28	188

IV (33)

PROPORTIONS OF ROW TOTALS

	1	2	3	4	TOTAL
1	.179	.304	.250	.266	1.000
2	.435	.304	.174	.087	1.000
3	.294	.125	.118	.176	1.000
4	.478	.239	.196	.087	1.000
TOTAL	.356	.298	.197	.149	1.000

CHI SQUARE = 15.4688 WITH 9 DEGREES OF FREEDOM AND A PROBABILITY OF .079
CONTINGENCY COEFFICIENT = .276

CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 9 (ACROSS)

	1	2	3	4	TOTAL
1	4	7	15	29	55
2	1	8	25	34	68
3	0	3	3	11	17
4	4	5	12	25	46
TOTAL	9	23	55	99	186

IV (34)

PROPORTIONS OF ROW TOTALS

	1	2	3	4	TOTAL
1	.073	.127	.273	.527	1.000
2	.015	.118	.368	.500	1.000
3	.000	.176	.176	.647	1.000
4	.087	.109	.261	.543	1.000
TOTAL	.048	.124	.296	.532	1.000

CHI SQUARE = 4.0451 WITH 9 DEGREES OF FREEDOM AND A PROBABILITY OF .908
CONTINGENCY COEFFICIENT = .146

CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 10 (ACROSS)

	1	2	3	4	TOTAL
1	28	20	4	4	56
2	20	40	8	1	69
3	6	8	3	0	17
4	19	21	6	0	46
TOTAL	73	89	21	5	189

IV (35)

PROPORTIONS OF ROW TOTALS

	1	2	3	4	TOTAL
1	.500	.357	.071	.071	1.000
2	.290	.580	.116	.014	1.000
3	.353	.471	.176	.000	1.000
4	.413	.457	.130	.000	1.000
TOTAL	.388	.473	.112	.027	1.000

CHI SQUARE = 9.7446 WITH 9 DEGREES OF FREEDOM AND A PROBABILITY OF .372
CONTINGENCY COEFFICIENT = .222

TABLE 60--Continued

CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 11 (ACROSS)						PROPORTIONS OF ROW TOTALS				
	1	2	3	4	TOTAL	1	2	3	4	TOTAL
IV (36)										
1	12	25	10	9	56	1	.309	.436	.182	.073
2	39	20	6	5	70	2	.343	.430	.157	.100
3	9	7	0	1	17	3	.588	.176	.176	.059
4	20	16	6	4	46	4	.500	.326	.130	.043
TOTAL	80	68	22	19	189	TOTAL	.394	.372	.160	.074
CHI SQUARE = 6.1116 WITH 9 DEGREES OF FREEDOM AND A PROBABILITY OF .729						CONTINGENCY COEFFICIENT = .177				
PROPORTIONS OF ROW TOTALS						CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 13 (ACROSS)				
	1	2	3	4	TOTAL	1	2	3	4	TOTAL
1	.214	.446	.179	.161	1.000	IV (38)				
2	.557	.286	.086	.071	1.000	1	15	21	13	6
3	.529	.412	.000	.059	1.000	2	22	27	11	7
4	.435	.348	.130	.087	1.000	3	5	7	4	1
TOTAL	.423	.360	.116	.101	1.000	4	14	14	14	4
CHI SQUARE = 14.4976 WITH 9 DEGREES OF FREEDOM AND A PROBABILITY OF .101						TOTAL	56	69	42	18
CONTINGENCY COEFFICIENT = .268						PROPORTIONS OF ROW TOTALS				
	1	2	3	4	TOTAL	1	2	3	4	TOTAL
IV (37)										
1	17	24	10	4	55	1	.273	.382	.236	.109
2	24	28	11	7	70	2	.328	.403	.164	.134
3	10	3	3	1	17	3	.294	.412	.235	.059
4	23	15	6	2	46	4	.304	.304	.304	.047
TOTAL	74	70	30	14	188	TOTAL	.303	.373	.227	.097
CHI SQUARE = 2.4476 WITH 9 DEGREES OF FREEDOM AND A PROBABILITY OF .981						CONTINGENCY COEFFICIENT = .115				

TABLE 60--Continued

C-1 SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 14 (ACROSS)					PROPORTIONS OF ROW TOTALS				
1	2	3	4	TOTAL	IV (39)	1	2	3	4 TOTAL
1	13	18	14	11	54	1	.200	.418	.255 .127 1.000
2	18	43	6	3	70	2	.279	.309	.338 .074 1.000
3	3	11	2	1	17	3	.353	.353	.176 .118 1.000
4	14	24	4	4	46	4	.174	.391	.370 .065 1.000
TOTAL	48	96	26	19	189	TOTAL	.237	.366	.306 .091 1.000
C-1 SQUARE = 17.6513 WITH 9 DEGREES OF FREEDOM AND A PROBABILITY OF .039					C-1 SQUARE = 14.426 WITH 9 DEGREES OF FREEDOM AND A PROBABILITY OF .080				
CONTINGENCY COEFFICIENT = .292					CONTINGENCY COEFFICIENT = .153				
C-1 SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 16 (ACROSS)					PROPORTIONS OF ROW TOTALS				
1	2	3	4	TOTAL	IV (41)	1	2	3	4 TOTAL
1	.232	.321	.250	.196	1.000	1	.42	.9	.3 1 55
2	.257	.614	.086	.043	1.000	2	.55	.12	1 2 70
3	.176	.647	.118	.059	1.000	3	.13	.4	0 0 17
4	.304	.522	.087	.087	1.000	4	.39	.6	1 0 46
TOTAL	.254	.508	.138	.101	1.000	TOTAL	.149	.31	.5 3 199
C-1 SQUARE = 17.6513 WITH 9 DEGREES OF FREEDOM AND A PROBABILITY OF .039					C-1 SQUARE = 14.7384 WITH 9 DEGREES OF FREEDOM AND A PROBABILITY OF .095				
CONTINGENCY COEFFICIENT = .292					CONTINGENCY COEFFICIENT = .096				
C-1 SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 15 (ACROSS)					PROPORTIONS OF ROW TOTALS				
1	2	3	4	TOTAL	IV (40)	1	2	3	4 TOTAL
1	11	23	14	7	55	1	.764	.164	.055 .018 1.000
2	19	21	23	5	68	2	.786	.171	.014 .029 1.000
3	6	6	3	2	17	3	.765	.235	.000 .000 1.000
4	8	18	17	3	46	4	.848	.130	.022 .000 1.000
TOTAL	44	68	57	17	184	TOTAL	.793	.155	.027 .014 1.000

TABLE 60--Continued

CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 17 (ACROSS)										PROPORTIONS OF ROW TOTALS				
IV(42)										1	2	3	4	TOTAL
1	20	17	10	6	53	1	.145	.091	.255	.509	1.000			
2	46	20	1	3	70	2	.522	.391	.072	.314	1.000			
3	11	5	1	0	17	3	.588	.294	.118	.070	1.000			
4	28	14	2	2	46	4	.547	.239	.170	.043	1.000			
TOTAL	105	56	14	11	186	TOTAL	.433	.257	.144	.166	1.000			
CHI SQUARE = 80.2757 WITH 9 DEGREES OF FREEDOM AND A PROBABILITY OF .000														
CONTINGENCY COEFFICIENT = .548														
CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 19 (ACROSS)										PROPORTIONS OF ROW TOTALS				
IV(44)										1	2	3	4	TOTAL
1	27	14	9	6	56	1	.27	.14	.09	.06	.56			
2	14	22	23	9	68	2	.14	.22	.23	.09	.68			
3	5	3	7	1	16	3	.5	.3	.7	.1	.16			
4	12	12	13	8	45	4	.12	.12	.13	.08	.45			
TOTAL	58	51	52	24	185	TOTAL	.58	.51	.52	.24	1.85			
CHI SQUARE = 16.4855 WITH 9 DEGREES OF FREEDOM AND A PROBABILITY OF .051														
CONTINGENCY COEFFICIENT = .284														
CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 18 (ACROSS)										PROPORTIONS OF ROW TOTALS				
IV(43)										1	2	3	4	TOTAL
1	8	5	14	28	55	1	.482	.250	.161	.107	1.000			
2	36	27	5	1	69	2	.206	.324	.338	.132	1.000			
3	10	5	2	0	17	3	.313	.148	.434	.062	1.000			
4	27	11	6	2	46	4	.267	.267	.289	.178	1.000			
TOTAL	81	48	27	31	187	TOTAL	.314	.276	.281	.130	1.000			
CHI SQUARE = 12.2552 WITH 9 DEGREES OF FREEDOM AND A PROBABILITY OF .199														
CONTINGENCY COEFFICIENT = .249														

TABLE 69--Continued

CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 20 (ACROSS)					PROPORTIONS OF ROW TOTALS				
IV(45)					1	2	3	4	TOTAL
1	11	9	18	56					
2	15	18	22	70					
3	2	3	8	14					
4	5	10	16	46					
TOTAL	33	40	64	188					
CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 22 (ACROSS)					PROPORTIONS OF ROW TOTALS				
IV(46)					1	2	3	4	TOTAL
1	8	20	18	55					
2	1	5	33	70					
3	1	5	5	17					
4	7	6	17	46					
TOTAL	17	36	73	188					

CHI SQUARE = 27.7836 WITH 9 DEGREES OF FREEDOM AND A PROBABILITY OF .001
CONTINGENCY COEFFICIENT = .359

CHI SQUARE = 56.2485 WITH 6 DEGREES OF FREEDOM AND A PROBABILITY OF .000
CONTINGENCY COEFFICIENT = .482

TABLE 60--Continued

CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 23 (ACROSS)				PROPORTIONS OF ROW TOTALS			
V(2)				PROPORTIONS OF ROW TOTALS			
1	2	3	TOTAL	1	2	3	TOTAL
1	6	20	30	56			
2	44	18	7	69			
3	13	4	0	17			
4	38	6	2	46			
TOTAL	101	48	39	188			
CHI SQUARE = 70.2715 WITH 6 DEGREES OF FREEDOM AND A PROBABILITY OF .000				CHI SQUARE = 35.5247 WITH 6 DEGREES OF FREEDOM AND A PROBABILITY OF .000			
CONTINGENCY COEFFICIENT = .522				CONTINGENCY COEFFICIENT = .399			
PROPORTIONS OF ROW TOTALS				PROPORTIONS OF ROW TOTALS			
1	2	3	TOTAL	1	2	3	TOTAL
1	.107	.357	.536	1.000			
2	.638	.261	.101	1.000			
3	.765	.235	.000	1.000			
4	.826	.130	.043	1.000			
TOTAL	.537	.255	.207	1.000			
CHI SQUARE = 70.2715 WITH 6 DEGREES OF FREEDOM AND A PROBABILITY OF .000				CHI SQUARE = 35.5247 WITH 6 DEGREES OF FREEDOM AND A PROBABILITY OF .000			
CONTINGENCY COEFFICIENT = .522				CONTINGENCY COEFFICIENT = .399			
PROPORTIONS OF ROW TOTALS				PROPORTIONS OF ROW TOTALS			
1	2	3	TOTAL	1	2	3	TOTAL
1	20	19	17	56			
2	51	12	6	69			
3	16	1	0	17			
4	34	6	1	41			
TOTAL	126	38	24	188			
CHI SQUARE = 70.2715 WITH 6 DEGREES OF FREEDOM AND A PROBABILITY OF .000				CHI SQUARE = 35.5247 WITH 6 DEGREES OF FREEDOM AND A PROBABILITY OF .000			
CONTINGENCY COEFFICIENT = .522				CONTINGENCY COEFFICIENT = .399			
PROPORTIONS OF ROW TOTALS				PROPORTIONS OF ROW TOTALS			
1	2	3	TOTAL	1	2	3	TOTAL
1	20	19	17	56			
2	51	12	6	69			
3	16	1	0	17			
4	34	6	1	41			
TOTAL	126	38	24	188			

CHI SQUARE = 56.0336 WITH 6 DEGREES OF FREEDOM AND A PROBABILITY OF .000
CONTINGENCY COEFFICIENT = .479

TABLE 60--Continued

CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 26 (ACROSS)

	1	2	3	TOTAL	V(5)
1	1	8	47	56	
2	12	32	25	69	
3	3	10	4	17	
4	16	25	5	46	
TOTAL	32	75	81	188	

PROPORTIONS OF ROW TOTALS

	1	2	3	TOTAL
1	.018	.143	.839	1.000
2	.174	.464	.362	1.000
3	.176	.588	.235	1.000
4	.348	.543	.109	1.000
TOTAL	.170	.399	.431	1.000

PROBABILITY MAY NOT BE ACCURATE--CHECK TABLES

CHI SQUARE = 59.3694 WITH 6 DEGREES OF FREEDOM AND A PROBABILITY OF .000
CONTINGENCY COEFFICIENT = .490

CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 27 (ACROSS)

	1	2	3	TOTAL	V(6)
1	8	12	34	54	
2	45	17	6	68	
3	11	6	0	17	
4	30	11	5	46	
TOTAL	94	46	45	185	

PROPORTIONS OF ROW TOTALS

	1	2	3	TOTAL
1	.148	.222	.630	1.000
2	.662	.250	.088	1.000
3	.647	.353	.000	1.000
4	.652	.239	.109	1.000
TOTAL	.508	.249	.243	1.000

CHI SQUARE = 62.1484 WITH 6 DEGREES OF FREEDOM AND A PROBABILITY OF .000
CONTINGENCY COEFFICIENT = .501

CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 28 (ACROSS)

	1	2	3	TOTAL	V(7)
1	15	27	14	56	
2	41	16	10	67	
3	11	4	2	17	
4	36	10	0	46	
TOTAL	103	57	26	186	

PROPORTIONS OF ROW TOTALS

	1	2	3	TOTAL
1	.268	.492	.250	1.000
2	.612	.239	.149	1.000
3	.647	.235	.118	1.000
4	.783	.217	.000	1.000
TOTAL	.554	.306	.140	1.000

CHI SQUARE = 28.6167 WITH 6 DEGREES OF FREEDOM AND A PROBABILITY OF .000
CONTINGENCY COEFFICIENT = .365

TABLE 60--Continued

CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 29 (ACROSS)					PROPORTIONS OF ROW TOTALS				
	1	2	3	TOTAL		1	2	3	TOTAL
V(8)									
1	0	13	43	56	1	.093	.148	.519	.241 1.000
2	36	18	15	69	2	.000	.014	.580	.404 1.000
3	11	2	4	17	3	.062	.313	.188	.438 1.000
4	33	11	2	46	4	.109	.196	.587	.109 1.000
TOTAL	80	44	64	188	TOTAL	.059	.124	.530	.284 1.000
CHI SQUARE = 27.1733 WITH 9 DEGREES OF FREEDOM AND A PROBABILITY OF .001					CHI SQUARE = 27.1733 WITH 9 DEGREES OF FREEDOM AND A PROBABILITY OF .001				
CONTINGENCY COEFFICIENT = .358					CONTINGENCY COEFFICIENT = .358				
PROPORTIONS OF ROW TOTALS					CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 31 (ACROSS)				
	1	2	3	TOTAL		1	2	3	TOTAL
VI(8)									
1	.000	.232	.768	1.000	1	12	15	24	3 54
2	.522	.261	.217	1.000	2	0	6	31	32 69
3	.647	.118	.235	1.000	3	2	3	8	3 14
4	.717	.239	.043	1.000	4	4	16	19	7 46
TOTAL	.426	.234	.340	1.000	TOTAL	18	40	82	45 185
CHI SQUARE = 77.6752 WITH 4 DEGREES OF FREEDOM AND A PROBABILITY OF .000					PROPORTIONS OF ROW TOTALS				
CONTINGENCY COEFFICIENT = .541						1	2	3	TOTAL
CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 30 (ACROSS)					VI(A1)				
	1	2	3	TOTAL		1	2	3	TOTAL
1	5	8	28	13 54	1	.222	.278	.444	.056 1.000
2	0	1	40	28 69	2	.000	.087	.449	.464 1.000
3	1	5	3	7 16	3	.125	.189	.500	.188 1.000
4	5	9	27	5 46	4	.087	.348	.413	.152 1.000
TOTAL	11	23	98	53 185	TOTAL	.097	.210	.443	.243 1.000
CHI SQUARE = 43.0336 WITH 9 DEGREES OF FREEDOM AND A PROBABILITY OF .000					CHI SQUARE = 43.0336 WITH 9 DEGREES OF FREEDOM AND A PROBABILITY OF .000				
CONTINGENCY COEFFICIENT = .434					CONTINGENCY COEFFICIENT = .434				

TABLE 60--Continued

CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 32 (ACROSS)											PROPORTIONS OF ROW TOTALS				
	1	2	3	4	TOTAL	VI (A3)		1	2	3	4	TOTAL			
1	6	23	19	4	52		1	.429	.204	.306	.061	1.000			
2	0	2	32	34	68		2	.115	.212	.462	.212	1.000			
3	0	3	7	6	16		3	.118	.294	.412	.176	1.000			
4	4	16	20	6	46		4	.261	.304	.391	.043	1.000			
TOTAL	10	44	78	50	182		TOTAL	.250	.244	.390	.116	1.000			
CHI SQUARE = 17.3074 WITH 9 DEGREES OF FREEDOM AND A PROBABILITY OF .044 CONTINGENCY COEFFICIENT = .309															
CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 34 (ACROSS)											VI (A5)				
	1	2	3	4	TOTAL		1	2	3	4	TOTAL				
1	.115	.442	.365	.077	1.000	1	8	11	29	5	53				
2	.000	.029	.471	.500	1.000	2	3	12	35	18	68				
3	.000	.188	.438	.375	1.000	3	2	6	8	1	17				
4	.087	.348	.435	.130	1.000	4	4	8	31	3	46				
TOTAL	.055	.242	.429	.275	1.000	TOTAL	17	37	103	27	184				
CHI SQUARE = 49.4661 WITH 9 DEGREES OF FREEDOM AND A PROBABILITY OF .000 CONTINGENCY COEFFICIENT = .462															
CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 33 (ACROSS)											VI (A4)				
	1	2	3	4	TOTAL		1	2	3	4	TOTAL				
1	21	10	15	3	49	1	.151	.208	.547	.094	1.000				
2	6	11	24	11	52	2	.044	.176	.515	.265	1.000				
3	2	5	7	3	17	3	.118	.353	.471	.059	1.000				
4	12	14	18	2	46	4	.087	.174	.674	.065	1.000				
TOTAL	41	40	64	19	164	TOTAL	.092	.201	.560	.147	1.000				
CHI SQUARE = 13.5223 WITH 9 DEGREES OF FREEDOM AND A PROBABILITY OF .140 CONTINGENCY COEFFICIENT = .262															

TABLE 60--Continued

CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 35 (ACROSS)					PROPORTIONS OF ROW TOTALS				
VI (A6)					1	2	3	4	TOTAL
1	7	8	24	15	54	.189	.151	.509	.151 1.000
2	5	23	30	10	68	.059	.118	.544	.279 1.000
3	4	7	4	1	16	.062	.250	.625	.062 1.000
4	12	20	11	3	46	.239	.087	.522	.142 1.000
TOTAL	28	58	69	29	184	.142	.131	.536	.191 1.000
CHI SQUARE = 11.0312 WITH 9 DEGREES OF FREEDOM AND A PROBABILITY OF .274					CONTINGENCY COEFFICIENT = .238				
PROPORTIONS OF ROW TOTALS					CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 37 (ACROSS)				
					VI (A8)				
1	2	3	4	TOTAL	1	2	3	4	TOTAL
1	.130	.148	.444	.278 1.000	1	5	9	26	12 52
2	.074	.038	.441	.147 1.000	2	2	5	33	28 68
3	.250	.438	.250	.062 1.000	3	1	3	9	3 16
4	.261	.435	.239	.065 1.000	4	4	8	22	12 46
TOTAL	.152	.315	.375	.158 1.000	TOTAL	12	25	90	55 182
CHI SQUARE = 22.1700 WITH 9 DEGREES OF FREEDOM AND A PROBABILITY OF .008					CONTINGENCY COEFFICIENT = .328				
CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 36 (ACROSS)					PROPORTIONS OF ROW TOTALS				
VI (A7)					1	2	3	4	TOTAL
1	10	8	27	8	53	.096	.173	.500	.231 1.000
2	4	8	37	19	68	.029	.074	.485	.412 1.000
3	1	4	10	1	16	.062	.188	.563	.188 1.000
4	11	4	24	7	46	.087	.174	.478	.261 1.000
TOTAL	26	24	98	35	183	.066	.137	.495	.302 1.000
CHI SQUARE = 6.9535 WITH 9 DEGREES OF FREEDOM AND A PROBABILITY OF .642					CONTINGENCY COEFFICIENT = .192				

TABLE 60--Continued

CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 38 (ACROSS)						PROPORTIONS OF ROW TOTALS					
	1	2	3	4	TOTAL	VI (A9)	1	2	3	4	TOTAL
1	8	13	26	6	53		1	.130	.167	.389	.314 1.000
2	8	33	17	11	69		2	.700	.030	.224	.744 1.000
3	4	10	3	0	17		3	.000	.235	.235	.529 1.000
4	8	19	18	1	46		4	.087	.043	.326	.543 1.000
TOTAL	28	75	64	18	185		TOTAL	.060	.092	.299	.549 1.000
CHI SQUARE = 26.2934 WITH 9 DEGREES OF FREEDOM AND A PROBABILITY OF .002 CONTINGENCY COEFFICIENT = .354											
CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 40 (ACROSS)						PROPORTIONS OF ROW TOTALS					
	1	2	3	4	TOTAL	VI (All)	1	2	3	4	TOTAL
1	.151	.245	.491	.113	1.000		1	7	10	16	20 53
2	.116	.478	.246	.159	1.000		2	0	2	21	46 69
3	.235	.588	.176	.000	1.000		3	0	1	5	10 16
4	.174	.443	.391	.022	1.000		4	1	3	15	27 46
TOTAL	.151	.445	.346	.097	1.000		TOTAL	8	16	57	101 184
CHI SQUARE = 15.9907 WITH 9 DEGREES OF FREEDOM AND A PROBABILITY OF .067 CONTINGENCY COEFFICIENT = .282											
CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 39 (ACROSS)						PROPORTIONS OF ROW TOTALS					
	1	2	3	4	TOTAL	VI (A10)	1	2	3	4	TOTAL
1	7	9	21	17	54		1	.132	.189	.302	.377 1.000
2	0	2	15	50	67		2	.000	.029	.304	.667 1.000
3	0	4	4	9	17		3	.000	.062	.313	.624 1.000
4	4	2	15	25	46		4	.322	.065	.324	.587 1.000
TOTAL	11	17	55	101	184		TOTAL	.043	.087	.310	.563 1.000
CHI SQUARE = 21.3242 WITH 9 DEGREES OF FREEDOM AND A PROBABILITY OF .011 CONTINGENCY COEFFICIENT = .322											

TABLE 60--Continued

CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND A1 (ACROSS)										PROPORTIONS OF ROW TOTALS				
	1	2	3	4	TOTAL	VI (A12)	1	2	3	4	TOTAL			
1	7	10	26	10	53		1	.111	.333	.333	.222 1.000			
2	0	2	37	29	68		2	.257	.514	.171	.057 1.000			
3	1	2	9	5	17		3	.118	.765	.113	.000 1.000			
4	1	4	25	15	45		4	.217	.652	.065	.065 1.000			
TOTAL	9	18	97	59	183		TOTAL	.193	.519	.187	.102 1.000			
CHI SQUARE = 26.7219 WITH 9 DEGREES OF FREEDOM AND A PROBABILITY OF .002														
CONTINGENCY COEFFICIENT = .351														
CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND A3 (ACROSS)										PROPORTIONS OF ROW TOTALS				
	1	2	3	4	TOTAL	VI (B2)	1	2	3	4	TOTAL			
1	.132	.189	.491	.189	1.000		1	3	23	18	10 54			
2	.000	.029	.544	.426	1.000		2	14	32	15	8 69			
3	.059	.118	.529	.294	1.000		3	1	10	6	0 17			
4	.022	.089	.556	.333	1.000		4	11	21	11	2 45			
TOTAL	.049	.098	.530	.322	1.000		TOTAL	29	46	50	20 185			
CHI SQUARE = 19.2897 WITH 9 DEGREES OF FREEDOM AND A PROBABILITY OF .023														
CONTINGENCY COEFFICIENT = .309														
CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND A2 (ACROSS)										PROPORTIONS OF ROW TOTALS				
	1	2	3	4	TOTAL	VI (B1)	1	2	3	4	TOTAL			
1	6	18	12	12	54		1	.056	.424	.333	.185 1.000			
2	18	36	12	4	70		2	.203	.464	.217	.116 1.000			
3	2	13	2	0	17		3	.059	.588	.353	.000 1.000			
4	10	30	3	3	46		4	.244	.457	.244	.044 1.000			
TOTAL	36	97	35	19	187		TOTAL	.157	.465	.270	.108 1.000			
CHI SQUARE = 11.9416 WITH 9 DEGREES OF FREEDOM AND A PROBABILITY OF .217														
CONTINGENCY COEFFICIENT = .246														

TABLE 60--Continued

C-1 SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 44 (ACROSS)					PROPORTIONS OF ROW TOTALS						
1	2	3	4	TOTAL	1	2	3	4	TOTAL		
VI (B3)											
1	3	10	28	12	53	1	.000	.208	.415	.377	1.000
2	0	12	44	14	70	2	.101	.667	.145	.087	1.000
3	0	7	9	1	17	3	.000	.500	.438	.062	1.000
4	1	11	26	8	46	4	.065	.478	.326	.130	1.000
TOTAL	4	40	107	35	186	TOTAL	.054	.473	.293	.179	1.000
C-1 SQUARE = 38.6199 WITH 9 DEGREES OF FREEDOM AND A PROBABILITY OF .000 CONTINGENCY COEFFICIENT = .417											
C-1 SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 46 (ACROSS)					PROPORTIONS OF ROW TOTALS						
1	2	3	4	TOTAL	1	2	3	4	TOTAL		
VI (B5)											
1	.057	.189	.528	.226	1.000	1	11	21	14	7	53
2	.000	.171	.629	.200	1.000	2	18	38	12	2	70
3	.000	.112	.529	.059	1.000	3	1	12	4	0	17
4	.022	.239	.565	.174	1.000	4	2	29	11	4	46
TOTAL	.022	.215	.575	.188	1.000	TOTAL	.32	.100	.41	.13	1.000
C-1 SQUARE = 6.6422 WITH 9 DEGREES OF FREEDOM AND A PROBABILITY OF .674 CONTINGENCY COEFFICIENT = .186											
C-1 SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 45 (ACROSS)					PROPORTIONS OF ROW TOTALS						
1	2	3	4	TOTAL	1	2	3	4	TOTAL		
VI (B4)											
1	0	11	22	20	53	1	.208	.396	.244	.130	1.000
2	7	46	10	6	69	2	.257	.543	.171	.029	1.000
3	0	8	7	1	16	3	.059	.706	.235	.000	1.000
4	3	22	15	5	46	4	.043	.630	.299	.047	1.000
TOTAL	10	87	54	25	186	TOTAL	.172	.538	.240	.070	1.000
C-1 SQUARE = 14.5530 WITH 9 DEGREES OF FREEDOM AND A PROBABILITY OF .104 CONTINGENCY COEFFICIENT = .269											

TABLE 60--Continued

C-1 SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 17 (ACROSS)											PROPORTIONS OF ROW TOTALS			
	1	2	3	4	TOTAL	VI (B6)	1	2	3	4	TOTAL			
1	14	21	12	5	52		1	.151	.321	.453	.074 1.000			
2	12	34	13	4	63		2	.029	.357	.486	.129 1.000			
3	3	10	3	0	16		3	.059	.294	.528	.059 1.000			
4	7	24	8	4	43		4	.065	.196	.565	.174 1.000			
TOTAL	36	89	36	13	174		TOTAL	.075	.301	.505	.118 1.000			
C-1 SQUARE = 8.4718 WITH 9 DEGREES OF FREEDOM AND A PROBABILITY OF .487														
CONTINGENCY COEFFICIENT = .209														
C-1 SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 19 (ACROSS)											PROPORTIONS OF ROW TOTALS			
	1	2	3	4	TOTAL	VI (B8)	1	2	3	4	TOTAL			
1	.269	.404	.231	.094	1.000		1	.13	.24	.10	.7	.54		
2	.190	.540	.266	.043	1.000		2	.9	.30	.26	.4	.69		
3	.188	.425	.188	.000	1.000		3	.1	.7	.9	.0	.17		
4	.163	.558	.186	.093	1.000		4	.8	.19	.14	.4	.45		
TOTAL	.207	.511	.237	.074	1.000		TOTAL	.31	.80	.59	.15	.185		
C-1 SQUARE = 2.9092 WITH 9 DEGREES OF FREEDOM AND A PROBABILITY OF .968														
CONTINGENCY COEFFICIENT = .128														
C-1 SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 18 (ACROSS)											PROPORTIONS OF ROW TOTALS			
	1	2	3	4	TOTAL	VI (B7)	1	2	3	4	TOTAL			
1	8	17	24	4	53		1	.241	.444	.185	.130 1.000			
2	2	25	34	9	70		2	.130	.435	.377	.058 1.000			
3	1	5	10	1	17		3	.059	.412	.529	.040 1.000			
4	3	9	26	8	46		4	.178	.422	.311	.089 1.000			
TOTAL	14	56	94	22	186		TOTAL	.169	.432	.319	.081 1.000			
C-1 SQUARE = 9.0637 WITH 9 DEGREES OF FREEDOM AND A PROBABILITY OF .431														
CONTINGENCY COEFFICIENT = .216														

TABLE 60--Continued

C-1 SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 50 (ACROSS)					PROPORTIONS OF ROW TOTALS				
	1	2	3	4 TOTAL	1	2	3	4 TOTAL	
VI (B9)									
1	28	18	7	1 54	1	.096	.212	.442	.250 1.000
2	45	21	1	3 70	2	.164	.463	.313	.060 1.000
3	13	4	0	0 17	3	.250	.688	.062	.000 1.000
4	37	7	0	2 46	4	.222	.400	.333	.044 1.000
TOTAL	123	50	8	6 187	TOTAL	.167	.394	.333	.106 1.000
C-1 SQUARE = 25.4435 WITH 9 DEGREES OF FREEDOM AND A PROBABILITY OF .003					CONTINGENCY COEFFICIENT = .352				
PROPORTIONS OF ROW TOTALS					C-1 SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 52 (ACROSS)				
	1	2	3	4 TOTAL	1	2	3	4 TOTAL	VI (B10a)
1	.519	.333	.130	.012 1.000	1	6	23	19	5 53
2	.643	.300	.014	.043 1.000	2	35	28	1	2 66
3	.765	.235	.000	.000 1.000	3	10	5	0	0 15
4	.804	.152	.000	.043 1.000	4	28	16	0	0 44
TOTAL	.658	.267	.043	.032 1.000	TOTAL	.79	.72	.20	7 178
C-1 SQUARE = 15.1044 WITH 9 DEGREES OF FREEDOM AND A PROBABILITY OF .068					CONTINGENCY COEFFICIENT = .273				
C-1 SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 51 (ACROSS)					PROPORTIONS OF ROW TOTALS				
	1	2	3	4 TOTAL	1	2	3	4 TOTAL	
VI (B10)									
1	5	11	23	13 52	1	.113	.434	.358	.094 1.000
2	11	31	21	4 67	2	.530	.424	.015	.030 1.000
3	4	11	1	0 16	3	.667	.333	.000	.000 1.000
4	10	18	15	2 45	4	.636	.364	.000	.000 1.000
TOTAL	30	71	60	19 180	TOTAL	.444	.404	.112	.039 1.000
C-1 SQUARE = 57.6335 WITH 9 DEGREES OF FREEDOM AND A PROBABILITY OF .000					CONTINGENCY COEFFICIENT = .494				

TABLE 60--Continued

CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 53 (ACROSS)					PROPORTIONS OF ROW TOTALS				
	1	2	3	4	TOTAL	1	2	3	4
VI (10b)									
1	11	25	13	2	51	1	.039	.091	.000
2	36	28	1	1	66	2	.043	.051	.000
3	10	5	0	0	15	3	.059	.047	.000
4	29	14	0	1	44	4	.022	.097	.000
TOTAL	86	72	14	4	176	TOTAL	.043	.029	.000
CHI SQUARE = 3.3291 WITH 6 DEGREES OF FREEDOM AND A PROBABILITY OF .067									
CONTINGENCY COEFFICIENT = .132									
PROPORTIONS OF ROW TOTALS					CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 55 (ACROSS)				
	1	2	3	4	TOTAL	1	2	3	TOTAL
VII (2)									
1	.216	.090	.255	.039	1.000	1	23	5	28
2	.545	.024	.015	.015	1.000	2	18	8	26
3	.667	.333	.000	.000	1.000	3	3	2	5
4	.659	.318	.000	.023	1.000	4	13	7	20
TOTAL	.489	.409	.080	.023	1.000	TOTAL	57	22	103
CHI SQUARE = 35.2656 WITH 9 DEGREES OF FREEDOM AND A PROBABILITY OF .000									
CONTINGENCY COEFFICIENT = .409									
PROPORTIONS OF ROW TOTALS					CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 54 (ACROSS)				
	1	2	3	4	TOTAL	1	2	3	TOTAL
VII (1)									
1	3	23	0	29	55	1	.036	.091	.000
2	3	38	0	28	69	2	.065	.118	.000
3	1	11	0	5	17	3	.176	.118	.000
4	1	27	0	12	40	4	.095	.159	.000
TOTAL	8	99	0	80	187	TOTAL	.313	.121	.000
CHI SQUARE = 4.7773 WITH 6 DEGREES OF FREEDOM AND A PROBABILITY OF .573									
CONTINGENCY COEFFICIENT = .160									

TABLE 60--Continued

CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 56 (ACROSS)					PROPORTIONS OF ROW TOTALS				
1	2	3	4	TOTAL	1	2	3	4	TOTAL
VII (3)									
1	0	4	8	43	55	.018	.164	.509	.369
2	0	3	17	49	69	.058	.072	.478	.391
3	0	3	2	12	17	.235	.118	.353	.294
4	2	1	11	32	46	.000	.089	.578	.333
TOTAL	2	11	38	136	187	.048	.108	.500	.344
CHI SQUARE = 13.6369 WITH 9 DEGREES OF FREEDOM AND A PROBABILITY OF .140					CONTINGENCY COEFFICIENT = .260				
PROPORTIONS OF ROW TOTALS					CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 58 (ACROSS)				
1	2	3	4	TOTAL	1	2	3	4	TOTAL
					VII (5)				
1	.000	.073	.145	.782	1.000	1	8	24	54
2	.000	.043	.246	.710	1.000	2	0	17	53
3	.000	.176	.116	.704	1.000	3	3	6	7
4	.043	.222	.239	.496	1.000	4	5	17	24
TOTAL	.011	.059	.203	.727	1.000	TOTAL	16	64	168
CHI SQUARE = 6.9023 WITH 9 DEGREES OF FREEDOM AND A PROBABILITY OF .647					CONTINGENCY COEFFICIENT = .189				
CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 57 (ACROSS)					PROPORTIONS OF ROW TOTALS				
1	2	3	4	TOTAL	1	2	3	4	TOTAL
VII (4)									
1	1	9	28	17	55	1	.143	.429	.429
2	4	5	33	27	69	2	.000	.243	.757
3	4	2	6	5	17	3	.188	.375	.438
4	0	4	26	15	45	4	.109	.370	.522
TOTAL	9	20	93	64	186	TOTAL	.085	.340	.574
CHI SQUARE = 16.4028 WITH 6 DEGREES OF FREEDOM AND A PROBABILITY OF .012					CONTINGENCY COEFFICIENT = .283				

TABLE 60--Continued

CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 59 (ACROSS)				PROPORTIONS OF ROW TOTALS			
VII (6)				1	2	3	TOTAL
1	17	22	17	.093	.646	.259	1.000
2	25	39	5	.014	.486	.500	1.000
3	7	9	1	.000	.471	.529	1.000
4	14	26	5	.065	.587	.348	1.000
TOTAL	63	96	28	.048	.556	.396	1.000
CHI SQUARE = 8.3898 WITH 6 DEGREES OF FREEDOM AND A PROBABILITY OF .211				CONTINGENCY COEFFICIENT = .207			
CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 61 (ACROSS)				PROPORTIONS OF ROW TOTALS			
VII (8)				1	2	3	TOTAL
1	15	18	18	.015	.18	.5	.56
2	23	25	22	.023	.25	.0	.70
3	4	9	4	.004	.09	.0	.17
4	12	27	7	.012	.27	.0	.46
TOTAL	54	79	51	.044	.34	.189	
CHI SQUARE = 12.2500 WITH 6 DEGREES OF FREEDOM AND A PROBABILITY OF .044				CONTINGENCY COEFFICIENT = .254			
CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 60 (ACROSS)				PROPORTIONS OF ROW TOTALS			
VII (7)				1	2	3	TOTAL
1	5	35	14	.028	.321	.321	.049
2	1	34	35	.029	.357	.314	.000
3	0	8	9	.025	.529	.235	.000
4	3	27	16	.026	.537	.152	.000
TOTAL	9	104	74	.026	.418	.270	.026
CHI SQUARE = 15.1716 WITH 9 DEGREES OF FREEDOM AND A PROBABILITY OF .086				CONTINGENCY COEFFICIENT = .273			

TABLE 60--Continued

CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 62 (ACROSS)

VII (9)

	1	2	3	4	TOTAL
1	0	2	23	30	55
2	6	8	23	33	70
3	1	0	6	10	17
4	7	3	16	20	46
TOTAL	14	13	68	93	188

PROPORTIONS OF ROW TOTALS

	1	2	3	4	TOTAL
1	.204	.556	.130	.111	1.000
2	.014	.435	.406	.145	1.000
3	.176	.412	.294	.118	1.000
4	.217	.370	.283	.130	1.000
TOTAL	.134	.452	.285	.129	1.000

CHI SQUARE = 18.6339 WITH 9 DEGREES OF FREEDOM AND A PROBABILITY OF .028
CONTINGENCY COEFFICIENT = .302

CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 63 (ACROSS)

VII (10)

	1	2	3	4	TOTAL
1	11	30	7	6	54
2	1	30	28	10	69
3	3	7	5	2	17
4	10	17	13	6	46
TOTAL	25	84	53	24	186

PROPORTIONS OF ROW TOTALS

	1	2	3	4	TOTAL
1	.000	.036	.418	.545	1.000
2	.086	.114	.329	.471	1.000
3	.059	.000	.353	.588	1.000
4	.152	.065	.348	.435	1.000
TOTAL	.074	.069	.362	.495	1.000

CHI SQUARE = 9.3533 WITH 9 DEGREES OF FREEDOM AND A PROBABILITY OF .405
CONTINGENCY COEFFICIENT = .218

TABLE 61--Continued

PROPORTIONS OF ROW TOTALS			
	1	2	3 TOTAL
1	.791	.047	.163 1.000
2	.744	.093	.163 1.000
TOTAL	.767	.070	.163 1.000
CHI SQUARE = .1818 WITH 2 DEGREES OF FREEDOM AND A PROBABILITY OF .913 CONTINGENCY COEFFICIENT = .046			
PROPORTIONS OF ROW TOTALS			
	1	2	3 TOTAL
1	.545	.114	.341 1.000
2	.452	.286	.262 1.000
TOTAL	.500	.198	.302 1.000
CHI SQUARE = 4.0349 WITH 2 DEGREES OF FREEDOM AND A PROBABILITY OF .133 CONTINGENCY COEFFICIENT = .212			
CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 7 (ACROSS)			
	1	2	3 TOTAL
1	14	2	28 44
2	14	8	20 42
TOTAL	28	10	48 86
PROPORTIONS OF ROW TOTALS			
	1	2	3 TOTAL
1	.318	.045	.626 1.000
2	.333	.190	.476 1.000
TOTAL	.326	.116	.558 1.000
CHI SQUARE = 3.4654 WITH 2 DEGREES OF FREEDOM AND A PROBABILITY OF .177 CONTINGENCY COEFFICIENT = .197			
CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 8 (ACROSS)			
	1	2	3 TOTAL
1	24	5	15 44
2	19	12	11 42
TOTAL	43	17	26 86
CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 9 (ACROSS)			
	1	2	3 TOTAL
1	10	9	25 44
2	9	14	21 44
TOTAL	19	23	46 88
CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 10 (ACROSS)			
	1	2	3 TOTAL
1	10	9	25 44
2	9	14	21 44
TOTAL	19	23	46 88

TABLE 61--Continued

PROPORTIONS OF ROW TOTALS

	1	2	3	TOTAL
1	.227	.205	.568	1.000
2	.205	.318	.477	1.000
TOTAL	.216	.261	.523	1.000

CHI SQUARE = 1.4874 WITH 2 DEGREES OF FREEDOM AND A PROBABILITY OF .475
CONTINGENCY COEFFICIENT = .129

CHI SQUARE = .9086 WITH 2 DEGREES OF FREEDOM AND A PROBABILITY OF .635
CONTINGENCY COEFFICIENT = .102

CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 11 (ACROSS)

	1	2	3	TOTAL
1	4	26	14	44
2	8	24	12	44
TOTAL	12	50	26	88

Factor 9

PROPORTIONS OF ROW TOTALS

	1	2	3	TOTAL
1	.091	.591	.318	1.000
2	.182	.545	.273	1.000
TOTAL	.136	.568	.295	1.000

CHI SQUARE = 1.5672 WITH 2 DEGREES OF FREEDOM AND A PROBABILITY OF .457
CONTINGENCY COEFFICIENT = .132

CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 12 (ACROSS)

	1	2	3	TOTAL
1	11	22	11	44
2	12	23	7	42
TOTAL	23	45	18	86

Factor 10

CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 13 (ACROSS)

	1	2	3	TOTAL
1	34	1	9	44
2	31	5	7	43
TOTAL	65	6	16	87

Factor 11

PROPORTIONS OF ROW TOTALS

	1	2	3	TOTAL
1	.773	.023	.205	1.000
2	.721	.116	.163	1.000
TOTAL	.747	.069	.184	1.000

CHI SQUARE = 1.6357 WITH 2 DEGREES OF FREEDOM AND A PROBABILITY OF .441
CONTINGENCY COEFFICIENT = .136

CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 14 (ACROSS)

	1	2	3	TOTAL
1	8	21	15	44
2	9	20	15	44
TOTAL	17	41	30	88

Factor 12

TABLE 61--Continued

PROPORTIONS OF ROW TOTALS

	1	2	3	TOTAL
1	.182	.477	.341	1.000
2	.205	.455	.341	1.000
TOTAL	.193	.466	.341	1.000

CHI SQUARE = .0832 WITH 2 DEGREES OF FREEDOM AND A PROBABILITY OF .959
CONTINGENCY COEFFICIENT = .031

CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 15 (ACROSS)

	1	2	3	TOTAL
1	7	6	30	43
2	9	11	22	42
TOTAL	16	17	52	85

Factor 13

PROPORTIONS OF ROW TOTALS

	1	2	3	TOTAL
1	.163	.140	.698	1.000
2	.214	.262	.524	1.000
TOTAL	.188	.200	.612	1.000

CHI SQUARE = 2.9400 WITH 2 DEGREES OF FREEDOM AND A PROBABILITY OF .230
CONTINGENCY COEFFICIENT = .193

CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 16 (ACROSS)

	1	2	3	TOTAL
1	37	0	7	44
2	34	3	6	43
TOTAL	71	3	13	87

Factor 14

PROPORTIONS OF ROW TOTALS

	1	2	3	TOTAL
1	.841	.000	.159	1.000
2	.791	.070	.140	1.000
TOTAL	.816	.034	.149	1.000

CHI SQUARE = 1.4713 WITH 2 DEGREES OF FREEDOM AND A PROBABILITY OF .496
CONTINGENCY COEFFICIENT = .126

CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 17 (ACROSS)

	1	2	3	TOTAL
1	5	4	35	44
2	6	4	33	43
TOTAL	11	8	68	87

Factor 15

PROPORTIONS OF ROW TOTALS

	1	2	3	TOTAL
1	.114	.091	.795	1.000
2	.140	.093	.767	1.000
TOTAL	.126	.092	.782	1.000

CHI SQUARE = .0032 WITH 2 DEGREES OF FREEDOM AND A PROBABILITY OF .998
CONTINGENCY COEFFICIENT = .006

CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 18 (ACROSS)

	1	2	3	TOTAL
1	2	12	30	44
2	7	4	33	44
TOTAL	9	16	63	88

Factor 16

TABLE 61--Continued

PROPORTIONS OF R ₂₁ TOTALS			
1	2	3	TOTAL
1	.045	.273	.682 1.000
2	.159	.091	.750 1.000
TOTAL	.102	.182	.716 1.000
CHI SQUARE = 4.9038 WITH 2 DEGREES OF FREEDOM AND A PROBABILITY OF .086 CONTINGENCY COEFFICIENT = .230			
PROPORTIONS OF R ₂₁ TOTALS			
1	2	3	TOTAL
1	.591	.045	.364 1.000
2	.581	.209	.209 1.000
TOTAL	.586	.126	.287 1.000
CHI SQUARE = 6.44235 WITH 2 DEGREES OF FREEDOM AND A PROBABILITY OF .040 CONTINGENCY COEFFICIENT = .262			
C-1 SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 21 (ACROSS)			
Factor 19			
1	2	3	TOTAL
1	.34	.4	.6 1.000
2	.33	.7	.3 1.000
TOTAL	.67	.11	.9 1.000
PROPORTIONS OF R ₂₁ TOTALS			
1	2	3	TOTAL
1	.773	.091	.136 1.000
2	.767	.163	.070 1.000
TOTAL	.770	.126	.103 1.000
CHI SQUARE = .8116 WITH 2 DEGREES OF FREEDOM AND A PROBABILITY OF .666 CONTINGENCY COEFFICIENT = .096			
C-1 SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 22 (ACROSS)			
Factor 20			
1	2	3	TOTAL
1	.34	.5	.4 1.000
2	.28	.10	.5 1.000
TOTAL	.62	.15	.9 1.000
PROPORTIONS OF R ₂₁ TOTALS			
1	2	3	TOTAL
1	.092	.163	.744 1.000
2	.116	.256	.628 1.000
TOTAL	.105	.209	.686 1.000
CHI SQUARE = .7712 WITH 2 DEGREES OF FREEDOM AND A PROBABILITY OF .680 CONTINGENCY COEFFICIENT = .094			
C-1 SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 20 (ACROSS)			
Factor 18			
1	2	3	TOTAL
1	.26	.2	.16 1.000
2	.25	.9	.9 1.000
TOTAL	.51	.11	.25 1.000

TABLE 61--Continued

PROPORTIONS OF ROW TOTALS

	1	2	3	TOTAL
1	.791	.116	.093	1.000
2	.651	.233	.116	1.000
TOTAL	.721	.174	.105	1.000

CHI SQUARE = 1.4499 WITH 2 DEGREES OF FREEDOM AND A PROBABILITY OF .480
CONTINGENCY COEFFICIENT = .130

CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 23 (ACROSS)

	1	2	3	TOTAL
1	16	3	24	43
2	19	7	16	42
TOTAL	35	10	40	85

Factor 21

PROPORTIONS OF ROW TOTALS

	1	2	3	TOTAL
1	.372	.670	.558	1.000
2	.452	.167	.381	1.000
TOTAL	.412	.118	.471	1.000

CHI SQUARE = 2.2043 WITH 2 DEGREES OF FREEDOM AND A PROBABILITY OF .332
CONTINGENCY COEFFICIENT = .159

CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 24 (ACROSS)

	1	2	3	TOTAL
1	40	0	4	44
2	34	4	5	43
TOTAL	74	4	9	87

Factor 22

PROPORTIONS OF ROW TOTALS

	1	2	3	TOTAL
1	.909	.000	.091	1.000
2	.791	.093	.116	1.000
TOTAL	.851	.046	.103	1.000

CHI SQUARE = 2.5537 WITH 2 DEGREES OF FREEDOM AND A PROBABILITY OF .279
CONTINGENCY COEFFICIENT = .169

CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 25 (ACROSS)

	1	2	3	TOTAL
1	41	1	2	44
2	35	6	2	43
TOTAL	76	7	4	87

Factor 23

PROPORTIONS OF ROW TOTALS

	1	2	3	TOTAL
1	.932	.023	.045	1.000
2	.914	.140	.047	1.000
TOTAL	.874	.080	.046	1.000

CHI SQUARE = 2.6035 WITH 2 DEGREES OF FREEDOM AND A PROBABILITY OF .272
CONTINGENCY COEFFICIENT = .170

CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 26 (ACROSS)

	1	2	3	TOTAL
1	24	6	14	44
2	26	8	10	44
TOTAL	50	14	24	88

Factor 24

TABLE 61--Continued

PROPORTIONS OF ROW TOTALS				PROPORTIONS OF ROW TOTALS			
1	2	3	TOTAL	1	2	3	TOTAL
1	.545	.136	.318 1.000	1	.750	.300	.250 1.000
2	.591	.182	.227 1.000	2	.814	.047	.140 1.000
TOTAL	.568	.159	.273 1.000	TOTAL	.782	.023	.195 1.000
CHI SQUARE = 1.0324 WITH 2 DEGREES OF FREEDOM AND A PROBABILITY OF .597 CONTINGENCY COEFFICIENT = .108				CHI SQUARE = 1.1216 WITH 2 DEGREES OF FREEDOM AND A PROBABILITY OF .491 CONTINGENCY COEFFICIENT = .127			
CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 27 (ACROSS)				CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 29 (ACROSS)			
1	2	3	TOTAL	1	2	3	TOTAL
1	20	3	21 44	1	21	5	18 44
2	25	7	12 44	2	16	10	18 44
TOTAL	45	10	33 88	TOTAL	37	15	36 88
PROPORTIONS OF ROW TOTALS				PROPORTIONS OF ROW TOTALS			
1	2	3	TOTAL	1	2	3	TOTAL
1	.455	.068	.477 1.000	1	.477	.114	.409 1.000
2	.568	.159	.273 1.000	2	.364	.227	.409 1.000
TOTAL	.511	.114	.375 1.000	TOTAL	.420	.170	.409 1.000
CHI SQUARE = 4.6101 WITH 2 DEGREES OF FREEDOM AND A PROBABILITY OF .100 CONTINGENCY COEFFICIENT = .223				CHI SQUARE = 2.3423 WITH 2 DEGREES OF FREEDOM AND A PROBABILITY OF .310 CONTINGENCY COEFFICIENT = .161			
CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 28 (ACROSS)				CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 30 (ACROSS)			
1	2	3	TOTAL	1	2	3	TOTAL
1	33	0	11 44	1	22	6	16 44
2	35	2	6 43	2	16	12	15 43
TOTAL	68	2	17 87	TOTAL	38	18	31 87

Factor 27

Factor 28

Factor 26

TABLE 61--Continued

PROPORTIONS OF ROW TOTALS			
	1	2	3 TOTAL
1	.500	.136	.364 1.000
2	.372	.279	.349 1.000
TOTAL	.872	.415	1.000
CHI SQUARE = 2.9685 WITH 2 DEGREES OF FREEDOM AND A PROBABILITY OF .227 CONTINGENCY COEFFICIENT = .182			
PROPORTIONS OF ROW TOTALS			
	1	2	3 TOTAL
1	.909	.023	.068 1.000
2	.721	.116	.163 1.000
TOTAL	.816	.069	.115 1.000
CHI SQUARE = 3.2674 WITH 2 DEGREES OF FREEDOM AND A PROBABILITY OF .195 CONTINGENCY COEFFICIENT = .190			
PROPORTIONS OF ROW TOTALS			
	1	2	3 TOTAL
1	.955	.000	.045 1.000
2	.837	.116	.047 1.000
TOTAL	.897	.057	.046 1.000
CHI SQUARE = 3.5395 WITH 2 DEGREES OF FREEDOM AND A PROBABILITY OF .173 CONTINGENCY COEFFICIENT = .197			
PROPORTIONS OF ROW TOTALS			
	1	2	3 TOTAL
1	.750	.136	.114 1.000
2	.591	.227	.182 1.000
TOTAL	.670	.182	.148 1.000
CHI SQUARE = 2.5228 WITH 2 DEGREES OF FREEDOM AND A PROBABILITY OF .283 CONTINGENCY COEFFICIENT = .167			
PROPORTIONS OF ROW TOTALS			
	1	2	3 TOTAL
1	.40	1	3 44
2	31	5	7 43
TOTAL	71	6	10 87

C-1 SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 31 (ACROSS)			
	1	2	3 TOTAL
1	33	6	5 44
2	26	10	8 44
TOTAL	59	16	13 88
C-1 SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 33 (ACROSS)			
	1	2	3 TOTAL
1	42	0	2 44
2	36	5	2 43
TOTAL	78	5	4 87

C-1 SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 32 (ACROSS)			
	1	2	3 TOTAL
1	40	1	3 44
2	31	5	7 43
TOTAL	71	6	10 87

C-1 SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 34 (ACROSS)			
	1	2	3 TOTAL
1	24	2	18 44
2	18	7	18 43
TOTAL	42	9	36 87

TABLE 61--Continued

PROPORTIONS OF ROW TOTALS			
	1	2	3 TOTAL
1	.545	.345	.409 1.000
2	.419	.163	.419 1.000
TOTAL	.483	.103	.414 1.000
CHI SQUARE = 2.3618 WITH 2 DEGREES OF FREEDOM AND A PROBABILITY OF .307 CONTINGENCY COEFFICIENT = .163			
PROPORTIONS OF ROW TOTALS			
	1	2	3 TOTAL
1	.864	.300	.136 1.000
2	.674	.140	.186 1.000
TOTAL	.770	.369	.161 1.000
CHI SQUARE = 5.1595 WITH 2 DEGREES OF FREEDOM AND A PROBABILITY OF .074 CONTINGENCY COEFFICIENT = .237			
PROPORTIONS OF ROW TOTALS			
	1	2	3 TOTAL
1	.92	0	2 44
2	31	7	5 43
TOTAL	73	7	7 87
CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 37 (ACROSS) Factor 35			
PROPORTIONS OF ROW TOTALS			
	1	2	3 TOTAL
1	.955	.000	.045 1.000
2	.721	.153	.116 1.000
TOTAL	.839	.080	.080 1.000
CHI SQUARE = 7.0506 WITH 2 DEGREES OF FREEDOM AND A PROBABILITY OF .029 CONTINGENCY COEFFICIENT = .274			
PROPORTIONS OF ROW TOTALS			
	1	2	3 TOTAL
1	.818	.068	.114 1.000
2	.558	.256	.186 1.000
TOTAL	.690	.161	.149 1.000
CHI SQUARE = 7.4732 WITH 2 DEGREES OF FREEDOM AND A PROBABILITY OF .022 CONTINGENCY COEFFICIENT = .284			
PROPORTIONS OF ROW TOTALS			
	1	2	3 TOTAL
1	.38	0	6 44
2	29	6	8 43
TOTAL	67	6	14 87
CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 36 (ACROSS) Factor 34			
PROPORTIONS OF ROW TOTALS			
	1	2	3 TOTAL
1	.18	.18	8 44
2	17	20	7 44
TOTAL	35	38	15 89
CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 38 (ACROSS) Factor 36			

TABLE 61--Continued

PROPORTIONS OF RCM TOTALS			
1	2	3	TOTAL
1	.409	.409	.818 1.000
2	.386	.455	.841 1.000
TOTAL	.398	.432	.830 1.000
CHI SQUARE = .2005 WITH 2 DEGREES OF FREEDOM AND A PROBABILITY OF .905 CONTINGENCY COEFFICIENT = .048			
PROPORTIONS OF RCM TOTALS			
1	2	3	TOTAL
1	.250	.023	.273 1.000
2	.227	.250	.477 1.000
TOTAL	.239	.136	.375 1.000
CHI SQUARE = 9.8537 WITH 2 DEGREES OF FREEDOM AND A PROBABILITY OF .007 CONTINGENCY COEFFICIENT = .317			
PROPORTIONS OF RCM TOTALS			
1	2	3	TOTAL
1	.41	1	2 44
2	34	3	7 44
TOTAL	75	4	9 88
CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 41 (ACROSS) Factor 39			
PROPORTIONS OF RCM TOTALS			
1	2	3	TOTAL
1	.932	.023	.955 1.000
2	.773	.068	.841 1.000
TOTAL	.852	.045	.897 1.000
CHI SQUARE = 2.45078 WITH 2 DEGREES OF FREEDOM AND A PROBABILITY OF .293 CONTINGENCY COEFFICIENT = .166			
PROPORTIONS OF RCM TOTALS			
1	2	3	TOTAL
1	.182	.295	.477 1.000
2	.279	.349	.628 1.000
TOTAL	.448	.322	.770 1.000
CHI SQUARE = 2.1881 WITH 2 DEGREES OF FREEDOM AND A PROBABILITY OF .335 CONTINGENCY COEFFICIENT = .157			
PROPORTIONS OF RCM TOTALS			
1	2	3	TOTAL
1	.11	1	32 44
2	10	11	23 44
TOTAL	21	12	55 88
CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 40 (ACROSS) Factor 38			
PROPORTIONS OF RCM TOTALS			
1	2	3	TOTAL
1	.18	12	13 43
2	11	23	9 43
TOTAL	29	35	22 86
CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 42 (ACROSS) Factor 40			

TABLE 61--Continued

PROPORTIONS OF ROW TOTALS			
1	2	3	TOTAL
1	.419	.279	.302 1.000
2	.256	.535	.209 1.000
TOTAL	.337	.407	.256 1.000
C-1 SQUARE = 5.8741 WITH 2 DEGREES OF FREEDOM AND A PROBABILITY OF .053 CONTINGENCY COEFFICIENT = .253			
PROPORTIONS OF ROW TOTALS			
1	2	3	TOTAL
1	.614	.068	.318 1.000
2	.386	.227	.396 1.000
TOTAL	.500	.148	.352 1.000
C-1 SQUARE = 6.3323 WITH 2 DEGREES OF FREEDOM AND A PROBABILITY OF .042 CONTINGENCY COEFFICIENT = .259			
C-1 SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 43 (ACROSS)			
1	2	3	TOTAL
1	6	28	10 44
2	9	23	11 43
TOTAL	15	51	21 87
PROPORTIONS OF ROW TOTALS			
1	2	3	TOTAL
1	.136	.636	.227 1.000
2	.209	.535	.256 1.000
TOTAL	.172	.586	.241 1.000
C-1 SQUARE = 1.1265 WITH 2 DEGREES OF FREEDOM AND A PROBABILITY OF .569 CONTINGENCY COEFFICIENT = .113			
C-1 SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 46 (ACROSS)			
1	2	3	TOTAL
1	4	8	32 44
2	3	12	28 43
TOTAL	7	20	60 87
PROPORTIONS OF ROW TOTALS			
1	2	3	TOTAL
1	.465	.140	.395 1.000
2	.386	.114	.500 1.000
TOTAL	.425	.126	.448 1.000
C-1 SQUARE = .9638 WITH 2 DEGREES OF FREEDOM AND A PROBABILITY OF .618 CONTINGENCY COEFFICIENT = .105			
C-1 SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 44 (ACROSS)			
1	2	3	TOTAL
1	27	3	14 44
2	17	10	17 44
TOTAL	44	13	31 88

Factor 43

Factor 42

Factor 44

TABLE 61--Continued

PROPORTIONS OF ROW TOTALS			
	1	2	3 TOTAL
1	.091	.182	.727 1.000
2	.070	.279	.651 1.000
TOTAL	.080	.230	.690 1.000
CHI SQUARE = .6116 WITH 2 DEGREES OF FREEDOM AND A PROBABILITY OF .737 CONTINGENCY COEFFICIENT = .084			
PROPORTIONS OF ROW TOTALS			
	1	2	3 TOTAL
1	.045	.909	.045 1.000
2	.070	.814	.116 1.000
TOTAL	.057	.862	.080 1.000
CHI SQUARE = .7534 WITH 2 DEGREES OF FREEDOM AND A PROBABILITY OF .687 CONTINGENCY COEFFICIENT = .092			
CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 47 (ACROSS)			
	1	2	3 TOTAL
1	.3	.37	.8 44
2	.4	.25	.14 43
TOTAL	.7	.59	.22 87
Factor 45			
PROPORTIONS OF ROW TOTALS			
	1	2	3 TOTAL
1	.068	.886	.045 1.000
2	.023	.907	.070 1.000
TOTAL	.046	.897	.057 1.000
CHI SQUARE = .2284 WITH 2 DEGREES OF FREEDOM AND A PROBABILITY OF .892 CONTINGENCY COEFFICIENT = .051			
CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 49 (ACROSS)			
	1	2	3 TOTAL
1	.068	.750	.182 1.000
2	.093	.581	.326 1.000
TOTAL	.080	.667	.253 1.000
Factor 47			
PROPORTIONS OF ROW TOTALS			
	1	2	3 TOTAL
1	.068	.750	.182 1.000
2	.093	.581	.326 1.000
TOTAL	.080	.667	.253 1.000
CHI SQUARE = 1.9470 WITH 2 DEGREES OF FREEDOM AND A PROBABILITY OF .378 CONTINGENCY COEFFICIENT = .148			
CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 50 (ACROSS)			
	1	2	3 TOTAL
1	.16	.17	.11 44
2	.17	.15	.11 43
TOTAL	.33	.32	.22 87
Factor 48			
PROPORTIONS OF ROW TOTALS			
	1	2	3 TOTAL
1	.068	.886	.045 1.000
2	.023	.907	.070 1.000
TOTAL	.046	.897	.057 1.000
CHI SQUARE = .2284 WITH 2 DEGREES OF FREEDOM AND A PROBABILITY OF .892 CONTINGENCY COEFFICIENT = .051			
CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 46 (ACROSS)			
	1	2	3 TOTAL
1	.2	.40	.2 44
2	.3	.35	.5 43
TOTAL	.5	.75	.7 87
Factor 46			

TABLE 61--Continued

PROPORTIONS OF ROW TOTALS

	1	2	3	TOTAL
1	.364	.386	.250	1.000
2	.395	.349	.256	1.000
TOTAL	.379	.368	.253	1.000

CHI SQUARE = .1438 WITH 2 DEGREES OF FREEDOM AND A PROBABILITY OF .931
CONTINGENCY COEFFICIENT = .041

CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 51 (ACROSS)

	1	2	3	TOTAL
1	16	8	20	44
2	15	17	12	44
TOTAL	31	25	32	88

Factor 49

PROPORTIONS OF ROW TOTALS

	1	2	3	TOTAL
1	.364	.182	.455	1.000
2	.341	.384	.273	1.000
TOTAL	.352	.284	.364	1.000

CHI SQUARE = 5.2723 WITH 2 DEGREES OF FREEDOM AND A PROBABILITY OF .072
CONTINGENCY COEFFICIENT = .238

CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 52 (ACROSS)

	1	2	3	TOTAL
1	31	0	13	44
2	28	4	11	43
TOTAL	59	4	24	87

Factor 50

PROPORTIONS OF ROW TOTALS

	1	2	3	TOTAL
1	.705	.000	.295	1.000
2	.651	.093	.256	1.000
TOTAL	.678	.046	.276	1.000

CHI SQUARE = 2.3713 WITH 2 DEGREES OF FREEDOM AND A PROBABILITY OF .306
CONTINGENCY COEFFICIENT = .163

CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 53 (ACROSS)

	1	2	3	TOTAL
1	20	5	18	43
2	14	5	24	43
TOTAL	34	10	42	86

Factor 51

PROPORTIONS OF ROW TOTALS

	1	2	3	TOTAL
1	.465	.116	.419	1.000
2	.326	.116	.558	1.000
TOTAL	.395	.116	.483	1.000

CHI SQUARE = 1.9163 WITH 2 DEGREES OF FREEDOM AND A PROBABILITY OF .384
CONTINGENCY COEFFICIENT = .148

CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 54 (ACROSS)

	1	2	3	TOTAL
1	35	0	8	43
2	31	3	10	44
TOTAL	66	3	18	87

Factor 52

TABLE 61--Continued

PROPORTIONS OF ROW TOTALS

	1	2	3	TOTAL
1	.814	.000	.186	1.000
2	.705	.068	.227	1.000
TOTAL	.759	.034	.207	1.000

CHI SQUARE = 1.5370 WITH 2 DEGREES OF FREEDOM AND A PROBABILITY OF .464
CONTINGENCY COEFFICIENT = .132

CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 55 (ACROSS)

	1	2	3	TOTAL
1	32	2	9	43
2	21	8	14	43
TOTAL	53	10	23	86

Factor 53

PROPORTIONS OF ROW TOTALS

	1	2	3	TOTAL
1	.744	.047	.209	1.000
2	.488	.186	.326	1.000
TOTAL	.616	.116	.267	1.000

CHI SQUARE = 6.9700 WITH 2 DEGREES OF FREEDOM AND A PROBABILITY OF .031
CONTINGENCY COEFFICIENT = .274

CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 56 (ACROSS)

	1	2	3	TOTAL
1	6	6	32	44
2	4	13	26	43
TOTAL	10	19	58	87

Factor 54

PROPORTIONS OF ROW TOTALS

	1	2	3	TOTAL
1	.136	.136	.727	1.000
2	.093	.332	.605	1.000
TOTAL	.115	.214	.667	1.000

CHI SQUARE = 2.4376 WITH 2 DEGREES OF FREEDOM AND A PROBABILITY OF .296
CONTINGENCY COEFFICIENT = .165

CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 57 (ACROSS)

	1	2	3	TOTAL
1	18	2	24	44
2	18	4	21	43
TOTAL	36	6	45	87

Factor 55

PROPORTIONS OF ROW TOTALS

	1	2	3	TOTAL
1	.409	.045	.545	1.000
2	.419	.093	.488	1.000
TOTAL	.414	.069	.517	1.000

CHI SQUARE = .2441 WITH 2 DEGREES OF FREEDOM AND A PROBABILITY OF .885
CONTINGENCY COEFFICIENT = .053

CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 58 (ACROSS)

	1	2	3	TOTAL
1	41	1	2	44
2	29	5	10	44
TOTAL	70	6	12	88

Factor 57

TABLE 61--Continued

PROPORTIONS OF ROW TOTALS			
	1	2	3 TOTAL
1	.932	.023	.045 1.000
2	.059	.114	.227 1.000
TOTAL	.795	.068	.136 1.000
CHI SQUARE = 7.3119 WITH 2 DEGREES OF FREEDOM AND A PROBABILITY OF .026 CONTINGENCY COEFFICIENT = .277			
PROPORTIONS OF ROW TOTALS			
	1	2	3 TOTAL
1	.773	.045	.182 1.000
2	.767	.006	.233 1.000
TOTAL	.770	.023	.207 1.000
CHI SQUARE = .5501 WITH 2 DEGREES OF FREEDOM AND A PROBABILITY OF .756 CONTINGENCY COEFFICIENT = .080			
PROPORTIONS OF ROW TOTALS			
	1	2	3 TOTAL
1	.37	.1	.6 44
2	.35	.4	.5 44
TOTAL	.72	.5	.11 88
PROPORTIONS OF ROW TOTALS			
	1	2	3 TOTAL
1	.932	.023	.045 1.000
2	.721	.116	.163 1.000
TOTAL	.828	.069	.103 1.000
CHI SQUARE = 4.3489 WITH 2 DEGREES OF FREEDOM AND A PROBABILITY OF .113 CONTINGENCY COEFFICIENT = .219			
PROPORTIONS OF ROW TOTALS			
	1	2	3 TOTAL
1	.34	.2	.8 44
2	.33	.0	.10 43
TOTAL	.67	.2	.87 87
CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 59 (ACROSS) Factor 57			
1	.41	.1	.2 44
2	.31	.5	.7 43
TOTAL	.72	.6	.9 87
PROPORTIONS OF ROW TOTALS			
	1	2	3 TOTAL
1	.932	.023	.045 1.000
2	.721	.116	.163 1.000
TOTAL	.828	.069	.103 1.000
CHI SQUARE = 4.3489 WITH 2 DEGREES OF FREEDOM AND A PROBABILITY OF .113 CONTINGENCY COEFFICIENT = .219			
PROPORTIONS OF ROW TOTALS			
	1	2	3 TOTAL
1	.34	.2	.8 44
2	.33	.0	.10 43
TOTAL	.67	.2	.87 87
CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 60 (ACROSS) Factor 58			
1	.34	.2	.8 44
2	.33	.0	.10 43
TOTAL	.67	.2	.87 87
CHI SQUARE ANALYSIS FOR QUESTIONS 1 (DOWN) AND 61 (ACROSS) Factor 59			
1	.37	.1	.6 44
2	.35	.4	.5 44
TOTAL	.72	.5	.11 88
PROPORTIONS OF ROW TOTALS			
	1	2	3 TOTAL
1	.841	.023	.136 1.000
2	.795	.091	.114 1.000
TOTAL	.818	.057	.125 1.000
CHI SQUARE = .8139 WITH 2 DEGREES OF FREEDOM AND A PROBABILITY OF .666 CONTINGENCY COEFFICIENT = .096			

TABLE 62.--Frequency of Responses of Teachers
(Classification of Factors)

TEACHERS N: 44		0		1		2		3	
Factors		N	%	N	%	N	%	N	%
1		1	2.27	8	18.18	10	22.73	25	56.82
2		1	2.27	21	47.73	16	36.36	6	13.64
3				4	9.09	35	79.55	5	11.36
4		1	2.27	34	77.27	2	4.55	7	15.91
5				42	95.45			2	4.55
6				24	54.55	5	11.36	15	34.09
7				14	31.82	2	4.55	28	63.64
8				10	22.73	9	20.45	25	56.82
9				4	9.09	26	59.09	14	31.82
10				11	25.00	22	50.00	11	25.00
11				34	77.27	1	2.27	9	20.45
12				8	18.18	21	47.73	15	34.09
13		1	2.27	7	15.91	6	13.64	30	68.18
14				37	84.09			7	15.91
15				5	11.36	4	9.09	35	79.55
16				2	4.55	12	27.27	30	68.18
17		1	2.27	4	9.09	7	15.91	32	72.73
18				26	59.09	2	4.55	16	36.36
19				34	77.27	4	9.09	6	13.64
20		1	2.27	34	77.27	5	11.36	4	9.09
21		1	2.27	16	36.36	3	6.82	24	54.55
22				40	90.91			4	9.09
23				41	93.18	1	2.27	2	4.55
24				24	54.55	6	13.64	14	31.82
25				20	45.45	3	6.82	21	47.73
26				33	75.00			11	25.00
27				21	47.73	5	11.36	18	40.91
28				22	50.00	6	13.64	16	36.36
29				33	75.00	6	13.64	5	11.36
30				40	90.91	1	2.27	3	6.82
31				42	95.45			2	4.55
32				24	54.55	2	4.55	18	40.91
33				36	81.82	3	6.82	5	11.36
34				38	86.36			6	13.64
35				42	95.45			2	4.55
36				18	40.91	18	40.91	8	18.18
37				23	52.27	8	18.18	13	29.55
38				11	25.00	1	2.27	32	72.73
39				41	93.18	1	2.27	2	4.55
40		1	2.27	18	40.91	12	27.27	13	29.55
41		1	2.27	20	45.45	6	13.64	17	38.64
42				27	61.36	3	6.82	14	31.82
43				6	13.64	28	63.64	10	22.73
44				4	9.09	8	18.18	32	72.73
45				3	6.82	39	88.64	2	4.55
46				2	4.55	40	90.91	2	4.55
47				3	6.82	33	75.00	8	18.18
48				16	36.36	17	38.64	11	25.00
49				16	36.36	8	18.18	20	45.45
50				31	70.45			13	29.55
51		1	2.27	20	45.45	5	11.36	19	40.91
52		1	2.27	35	79.55			8	18.18
53		1	2.27	32	72.73	2	4.55	9	20.45
54				6	13.64	6	13.64	32	72.73
55				18	40.91	2	4.55	24	54.55
56				41	93.18	1	2.27	2	4.55
57				41	93.18	1	2.27	2	4.55
58				34	77.27	2	4.55	8	18.18
59				37	84.09	1	2.27	6	13.64

TABLE 63.--Frequency of Responses of Students
(Classification of Factors)

(N = 45)								
Factors	0		1		2		3	
	N	%	N	%	N	%	N	%
1	2	4.44	8	17.78	11	24.44	2	4.44
2	1	2.22	16	35.56	18	40.00	1	2.22
3	1	2.22	10	22.22	31	68.89	3	6.67
4	2	4.44	32	71.11	4	8.89	7	15.56
5	1	2.22	36	80.00	3	6.67	5	11.11
6	3	6.66	19	42.22	12	26.67	11	24.44
7	3	6.66	14	31.11	8	17.78	20	44.44
8	1	2.22	9	20.00	14	31.11	21	46.67
9	1	2.22	8	17.78	24	53.33	12	26.67
10	3	6.66	12	26.67	23	51.11	7	15.56
11	2	4.44	31	68.89	5	11.11	7	15.56
12	1	2.22	9	20.00	20	44.44	15	33.33
13	3	6.66	9	20.00	11	24.44	22	48.89
14	2	4.44	34	75.56	3	6.67	6	13.33
15	2	4.44	6	13.33	4	8.89	33	73.33
16	1	2.22	7	15.56	4	8.89	33	73.33
17	2	4.44	5	11.11	11	24.44	27	60.00
18	2	4.44	25	55.56	9	20.00	9	20.00
19	2	4.44	33	73.33	7	15.56	3	6.67
20	2	4.44	28	62.22	10	22.22	5	11.11
21	3	6.66	13	28.89	7	15.56	16	35.56
22	2	4.44	34	75.56	4	8.89	5	11.11
23	2	4.44	35	77.78	6	13.33	2	4.44
24	1	2.22	26	57.78	8	17.78	10	22.22
25	1	2.22	25	55.56	7	15.56	12	26.67
26	2	4.44	35	77.78	2	4.44	6	13.33
27	1	2.22	16	35.56	10	22.22	18	40.00
28	2	4.44	16	35.56	12	26.67	15	33.33
29	1	2.22	26	57.78	10	22.22	8	17.78
30	2	4.44	31	68.89	5	11.11	7	15.56
31	2	4.44	36	80.00	5	11.11	2	4.44
32	2	4.44	18	40.00	7	15.56	18	40.00
33	2	4.44	24	53.33	11	24.44	8	17.78
34	2	4.44	29	64.44	6	13.33	8	17.78
35	2	4.44	31	68.89	7	15.56	5	11.11
36	1	2.22	17	37.78	20	44.44	7	15.56
37	2	4.44	16	35.56	12	26.67	15	33.33
38	1	2.22	10	22.22	11	24.44	23	51.11
39	1	2.22	34	75.56	3	6.67	7	15.56
40	2	4.44	11	24.44	23	51.11	9	20.00
41	1	2.22	17	37.78	5	11.11	22	48.89
42	1	2.22	17	37.78	10	22.22	17	37.78
43	2	4.44	9	20.00	23	51.11	11	24.44
44	2	4.44	3	6.67	12	26.67	28	62.22
45	2	4.44	1	2.22	39	86.67	3	6.67
46	2	4.44	3	6.67	35	77.78	5	11.11
47	2	4.44	4	8.89	25	55.56	14	31.11
48	2	4.44	17	37.78	15	33.33	11	24.44
49	1	2.22	15	33.33	17	37.78	12	26.67
50	2	4.44	28	62.22	4	8.89	11	24.44
51	2	4.44	14	31.11	5	11.11	24	53.33
52	1	2.22	31	68.89	3	6.67	10	22.22
53	2	4.44	21	46.67	8	17.78	14	31.11
54	2	4.44	4	8.89	13	28.89	26	57.78
55	2	4.44	18	40.00	4	8.89	21	46.67
56	1	2.22	29	64.44	5	11.11	10	22.22
57	2	4.44	31	68.89	5	11.11	7	15.56
58	2	4.44	33	73.33			10	22.22
59	1	2.22	35	77.78	4	8.89	5	11.11

TABLE 64.--Frequency of Responses of Teachers and Students
(Rating of Importance of Factors)

Factor	Rating											
	0		1		2		3		4		5	
	N	X	N	X	N	X	N	X	N	X	N	X
1	3	3.37			4	4.49	23	25.84	32	35.96	27	30.34
2	1	1.12			2	2.25	22	24.72	27	30.34	37	41.57
3			2	2.25	5	5.62	38	42.70	22	24.72	22	24.72
4	2	2.25	6	6.74	11	12.36	29	32.58	27	30.34	14	15.73
5	1	1.12	4	4.49	12	13.48	29	32.58	28	31.46	15	16.85
6	2	2.25	5	5.62	11	12.36	28	31.46	22	24.72	21	23.60
7	1	1.12	3	3.37	4	4.49	13	14.61	29	32.58	39	43.82
8			5	5.62	6	6.74	24	26.97	20	22.47	34	38.20
9	1	1.12			19	21.35	37	41.57	24	26.97	8	8.99
10			2	2.25	7	7.87	19	21.35	39	43.82	22	24.72
11	1	1.12	3	3.37	8	8.99	38	42.70	24	26.97	15	16.85
12			1	1.12	5	5.62	14	15.73	39	43.82	30	33.71
13	1	1.12	1	1.12	2	2.25	7	7.87	25	28.09	53	59.55
14			5	5.62	14	15.73	33	37.08	25	28.09	12	13.48
15	1	1.12			5	5.62	28	31.46	39	43.82	16	17.98
16	1	1.12	3	3.37	5	5.62	30	33.71	37	41.57	13	14.61
17	2	2.25	2	2.25	2	2.25	8	8.99	21	23.60	54	60.67
18			1	1.12	3	3.37	22	24.72	39	43.82	24	26.97
19			1	1.12	8	8.99	26	29.21	30	33.71	24	26.97
20	1	1.12	4	4.49	9	10.11	30	33.71	25	28.09	20	22.47
21	2	2.25	2	2.25	17	19.10	34	38.20	21	23.60	13	14.61
22	1	1.12	3	3.37	9	10.11	32	35.96	31	34.83	13	14.61
23	1	1.12	8	8.99	24	26.97	32	35.96	18	20.22	6	6.74
24			2	2.25	2	2.25	11	12.36	33	37.08	41	46.07
25			9	10.11	11	12.36	22	24.72	23	25.84	24	26.97
26			5	5.62	11	12.36	30	33.71	31	34.83	12	13.48
27			1	1.12	5	5.62	32	35.96	27	30.34	24	26.97
28			1	1.12	1	1.12	20	22.47	34	38.20	33	37.08
29			9	10.11	8	8.99	27	30.34	22	24.72	23	25.84
30			2	2.25	16	17.98	29	32.58	24	26.97	18	20.22
31			1	1.12	7	7.87	23	25.84	39	43.82	19	21.35
32					2	2.25	18	20.22	36	40.45	33	37.08
33			3	3.37	7	7.87	20	22.47	34	38.20	25	28.09
34	1	1.12	17	19.10	17	19.10	26	29.21	23	25.84	5	5.62
35			7	7.87	12	13.48	34	38.20	25	28.09	11	12.36
36			5	5.62	9	10.11	29	32.58	28	31.46	15	16.85
37	1	1.12	5	5.62	7	7.87	19	21.35	29	32.58	28	31.46
38	1	1.12	19	21.35	25	28.09	26	29.21	10	11.24	8	8.99
39			4	4.49	9	10.11	29	32.58	27	30.34	20	22.47
40			2	2.25	1	1.12	6	6.74	26	29.21	54	60.67
41	1	1.12	10	11.24	16	17.98	38	42.70	17	19.10	7	7.87
42			14	15.73	15	16.85	42	47.19	11	12.36	7	7.87
43			2	2.25	4	4.49	17	19.10	37	41.57	29	32.58
44			2	2.25	9	10.11	32	35.96	36	40.45	10	11.24
45			1	1.12	2	2.25	19	21.35	37	41.57	30	33.71
46			1	1.12	9	10.11	26	29.21	36	40.45	17	19.10
47			1	1.12	8	8.99	31	34.83	30	33.71	19	21.35
48					1	1.12	9	10.11	25	28.09	54	60.67
49			2	2.25	3	3.37	24	26.97	41	46.07	19	21.35
50			9	10.11	11	12.36	35	39.33	25	28.09	9	10.11
51	2	2.25	3	3.37	5	5.62	40	44.94	31	34.83	8	8.99
52	1	1.12	7	7.87	10	11.24	30	33.71	26	29.21	15	16.85
53	1	1.12	14	15.73	13	14.61	25	28.09	24	26.97	12	13.48
54			2	2.25	4	4.49	25	28.09	26	29.21	32	35.96
55			1	1.12	8	8.99	17	19.10	32	35.96	31	34.83
56			9	10.11	7	7.87	15	16.85	28	31.46	30	33.71
57			5	5.62	19	21.35	35	39.33	17	19.10	13	14.61
58			3	3.37	9	10.11	29	32.58	27	30.34	21	23.60
59	1	1.12	9	10.11	8	8.99	24	26.97	31	34.83	16	17.98

TOTAL
N: 89

TABLE 65.--Interval Scale Values of
the 59 Factors

Factor	Teachers	Students
STIMULI	VALUE	VALUE
1	.7566	.7233
2	.9169	.8189
3	.6239	.5196
4	.4126	.2158
5	.3325	.4604
6	.5986	.3198
7	1.1644	.8336
8	1.0563	.4777
9	.0000	.2698
10	.6869	.6537
11	.2942	.4544
12	.9704	.7511
13	1.3658	1.4226
14	.1675	.3230
15	.6236	.5701
16	.5080	.4413
17	1.3969	1.3878
18	.8148	.6413
19	.7209	.5182
20	.6744	.3293
21	.3807	.2500
22	.4443	.3378
23	-.0126	-.1559
24	1.3084	1.0565
25	.3548	.5801
26	.2658	.3131
27	.7714	.4735
28	.8698	.9979
29	.5937	.2713
30	.4311	.3675
31	.7753	.4732
32	.9934	.7604
33	.7085	.5721
34	-.1131	-.3088
35	.4416	-.0494
36	.5005	.3770
37	.9286	.5615
38	-.2311	-.4989
39	.4980	.4581
40	1.4452	1.9192
41	-.0621	-.0520
42	-.0147	-.3352
43	.9394	.6504
44	.4285	.3325
45	.9479	.7182
46	.5641	.4759
47	.6006	.4330
48	1.2070	1.1881
49	.6673	.5875
50	.2427	.0595
51	.4775	.2081
52	.2905	.3758
53	.2599	-.1650
54	.6888	.9644
55	.7554	.7699
56	1.2145	.2889
57	.2796	.0349
58	.4601	.6064
59	.6141	.0501

TABLE 66
PROPORTION OF TIMES EACH CATEGORY
IS GIVEN EACH RANK

Category			Rank					
			Most Important			Least Important		
			1	2	3	4	5	6
Teachers N = 42	1	Aptitude	.214286	.142857	.357143	.190476	.0714286	.0238095
	2	Motivation	.5	.238095	.119048	.0714286	.0238095	.0476190
	3	Age	.238095	.0238095	.119048	.0952381	.190476	.333333
	4	Empathy	0	.119048	.190476	.238095	.190476	.261905
	5	Methodology	.0952381	.0352381	.190476	.285714	.166667	.166667
	6	Attitude	.285714	.404762	.0476190	.0714286	.142857	.0476190
Students N = 45	1	Aptitude	.244444	.288889	.177778	.155556	.066667	.066667
	2	Motivation	.355556	.244444	.111111	.088889	.133333	.066667
	3	Age	.155556	.177778	.177778	.133333	.088889	.266667
	4	Empathy	.022222	.155556	.177778	.177778	.133333	.333333
	5	Methodology	.111111	.111111	.244444	.088889	.288889	.155556
	6	Attitude	.266667	.133333	.222222	.222222	.044444	.111111
Total N = 87	1	Aptitude	.229885	.218391	.264368	.172414	.068966	.045977
	2	Motivation	.425287	.241379	.114943	.080460	.080460	.057471
	3	Age	.195402	.103448	.149425	.114943	.137931	.298851
	4	Empathy	.011494	.137931	.183908	.206897	.160920	.298851
	5	Methodology	.103448	.103448	.218391	.183908	.229885	.160920
	6	Attitude	.275862	.264368	.137931	.149425	.091954	.080460

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